



PAPILLON HOUSE SCHOOL

Relationships and Sex Education (RSE) Policy

POLICY STATEMENT

RSE is lifelong learning about physical, moral and emotional, social and cultural development of pupils. It is about the understanding of the importance of relationships for family life that are stable and loving, with respect and care. It is also about the teaching and learning about sex, sexuality, and sexual health, about relationships, 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.

At Papillon there will be a need to tailor content and teaching that is differentiated and personalised to meet the specific needs of pupils at different developmental stages and we will ensure that their teaching is sensitive and both age developmentally appropriate.

STATUTORY REQUIREMENTS

As a specialist school for pupils with autism we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required to have regard to guidance issued by the Department for Education as outlined in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The teaching of RSE is in line with requirements of schools in law according to the Equality Act 2010 and the Keeping Children Safe in Education Statutory Guidance 2015

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all schools. As this subject is statutory, parents do not have the right to withdraw their child/children from these lessons.

AIMS

The aims of Relationships and Sex Education (RSE) at our school are to:

- help pupils develop feelings of self-respect, confidence and empathy.
- create a positive culture around issues of relationships and sexuality.
- provide a framework in which sensitive discussions can take place.
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- teach pupils the correct vocabulary to describe themselves and their bodies
- create futures for healthy and safe pupils.
- create a curriculum that helps pupils to develop the core values of courage, kindness, honesty, determination and humour.

CURRICULUM

We have developed the curriculum, taking into account the age, needs, ability, cognitive levels, and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others; and for the purpose of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for

adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

The curriculum is taught with an aim to educate, not promote a particular viewpoint above another. Teachers will establish a class code of conduct to ensure children have a safe environment in which to discuss different opinions while upholding the school's shared values of diversity and respect.

Time for sharing ideas and reflecting on what has been taught will be included in lessons when and where relevant.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. 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.
- Online relationships.
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure 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, foster parents/carers) along with reflecting sensitively that some children may have a different structure of support around them for example, Looked After Children

CONFIDENTIALITY AND CHILD PROTECTION

RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in teacher and supporting RSE will be alert to the signs of abuse, neglect and exploitation. of child protection issues and staff should be aware of the procedures for reporting their concerns. The School has a separate Child Protection Policy. Effective RSE may bring about disclosures

EQUAL OPPORTUNITIES

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of our pupils' cultures, faiths and family backgrounds.

ROLES AND RESPONSIBILITIES

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school with support from the Senior Leadership Team.

Staff are responsible for:

- teaching RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils
- 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 Head Teacher.

This policy should be read in conjunction with all other relevant policies.

Written by	Alicia Rickman	Head Teacher	December 2020
Reviewed & Revised	Gillian Hutton	Director	June 2021

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