



PAPILLON HOUSE SCHOOL

Relationships and Sex Education (RSE) Policy

POLICY STATEMENT

RSE is lifelong learning about physical, moral, emotional, social and cultural development of pupils. It is about the understanding of the importance of relationships for family. Good relationships help support and are stable, loving, and show respect and care. It is also for 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 to ensure that it is differentiated and personalised to meet the specific needs of pupils at different developmental stages. We will ensure that Pupil's teaching is sensitive and both age and developmentally appropriate.

STATUTORY REQUIREMENT

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils 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

DEFINITION

Papillon House School Defines Sex Education as: 'Human reproduction and sexual behaviour'

Including:

- How human reproduction can happen (e.g. sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Reproductive health, choices, rights and responsibilities
- Sexual behaviour and sexual health, risks, reasons, rights and responsibilities

CURRICULUM

The majority of our RSE curriculum is Jigsaw PSHE. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole school. RSE is mainly covered in the 'Changing Me' topic which is taught during the summer term. However, there are more frequent opportunities for RSE throughout the year, please see Jigsaw yearly unit overview for more details. Jigsaw provides a structured approach that builds on prior learning and allows pupils to access effective RSE. Jigsaw is also regularly updated and adapted according to current government guidance.

For our Engagement Framework (Kaleidoscope) pupils, RSE lessons will be delivered through an Attention Autism style session planned by teachers who have received specialised training. The sessions will be planned according to Jigsaw learning outcomes and themes and is in line with whole school learning.

A key part of the curriculum design is that it is taught based on each individual pupils needs. This takes into account each pupil's chronological age, developmental stage and appropriateness of the lesson content. This means pupils may not be learning the same as other children the same age in Mainstream schools. Our teaching methods include interactive activities, visual aids, and personalised support. All staff delivering RSE will receive specialised training. Staff delivering to pupils on the Kaleidoscope pathway will receive additional support on how to deliver RSE via attention circles. Teachers will deliver RSE to pupils in their class. Support staff will aid learning and if appropriate deliver 1:1 consolidation lesson. On some occasions, it may be in the best interests of the pupil to be taught away from their class group or in a smaller group, such as a female pupil may be more comfortable being taught by a female teacher or separately from their peers. Therapy staff at Papillon House School also have valuable input into effective RSE by providing individual support, expertise and personalised resources.

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, children who are Looked After. There are resources such as photos, books and online stories to support this. Pupils are taught to celebrate diversity and understand that everyone is different. Pupils will be taught correct terminology when learning RSE.

PARENTAL INVOLVEMENT

We engage with parents/carers to ensure our RSE curriculum aligns with their expectations and needs. Parents/carers will be given information about what will be taught at the start of the 'Changing Me' Unit. This information will be provided by Jigsaw. There will also be opportunity during the Summer Term parents evening for viewing of resources and asking any questions, as well as usual weekly conversations with teachers.

RIGHT TO WITHDRAW

The DfE guidance include information regarding Parental rights to withdraw their children from Sex Education. The following paragraphs are particularly relevant:

DfE guidance page 17, para.45 states:

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'

This can happen until the child is aged 15. Parents are not able to withdraw their child from Relationships Education. At Papillon House School Relationships Education and Sex Education are taught together as the aim is to deliver holistic learning, and it is preferable that all pupils receive all of the RSHE programme. However, if there is a particular sex education lesson that a parent wishes to withdraw their child from, they are asked to discuss this with the Headteacher, class teacher and curriculum lead before formally requesting to withdraw their child from those lessons.

There are several lessons which are identified as 'sex education' according to the above description. These vary according to the age the child is when accessing this content and therefore it is not appropriate to list these in this policy. Parents/caregivers can request to view these lessons.

However, in a SEND setting, there is further DfE guidance which applies to Papillon House School. This [2020 guidance](#) from the DfE says:

In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil's special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, then your headteacher may judge that an exception should be made.

In such exceptional cases, the Headteacher may decline a parental request for withdrawal.

In such cases, the School's approach is to try to reach agreement with the parent and if this is not possible, to be open and transparent on the reason for the decision. It is possible for parents to view each lesson and explore the areas from which they are seeking to withdraw. The school may also seek advice from other services. The needs of the pupil will always be the priority, and the school will be open with their decision making.

For clarity, the withdrawal process is as follows:

- 1) Parents raise a concern about their child receiving elements of the RSE curriculum with the Headteacher.
- 2) A meeting with Headteacher, curriculum lead and, if appropriate, the class teacher to review the lessons and discuss concerns raised.
- 3) Parents will either decide to include their child in planned RSE or make a formal request to withdraw.
- 4) Headteacher will consider, seek advice from additional services and then either grant or refuse the request.

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 teaching and supporting RSE will be alert to the signs of abuse, neglect and exploitation. Staff must be aware of the procedures for reporting their concerns. Papillon House School has a separate Child Protection and Safeguarding 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. Teachers are responsible for the planning and delivery of RSE for each of their pupils, supported by materials from Jigsaw.

Staff are responsible for:

- teaching RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress and being aware of issues that need addressing
- responding to the needs of individual pupils
- attending appropriate training
- 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 or Curriculum and Assessment Lead.

Implementation and Review

We continuously review our RSE policy and curriculum to ensure they meet the evolving needs of our pupils and adhere to statutory guidance.

This policy should be read in conjunction with all other relevant policies including the Child Protection and Safeguarding policy.

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References:

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#right-to-request-withdrawal>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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