

Rainbow Horses Learning Centre CIC

Relationship and Sex Education (RSE) Policy

Date of Policy April 2023

Review Date: April 2023

Staff Responsible: All Staff Team

1. Rationale

Relationship and Sex education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationship and Sex Education is therefore a tool to safeguard children.

Relationship and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

RSE equips young people with essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It involves acquiring information, knowing the law, developing skills and forming positive beliefs, values and attitudes.

Ofsted (2014) states that in OUTSTANDING SCHOOL:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In judging overall effectiveness, Ofsted will also require evidence of pupil’s social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

2. How our policy was formulated

This policy was developed by Sue Coombes in consultation with all staff and directors and with reference to the government's statutory guidance found at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

Sue Coombes and Emma Cose lead on PSHE/Healthy Schools/RSE related issues.

3. Aim and objectives

The aim of this policy is to enable the effective planning and delivery of RSE.

Objectives are for learners to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting and online grooming
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment.
- Know how the law applies to sexual relationships.
- Understand what consent means and factors that influence one's ability to consent

All staff to be confident:

- In planning and delivering RSE
- In answering parents' questions and dealing with sensitive issues

4. Equal Opportunities Statement

Rainbow Horses Learning Centre is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE.

We believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

5. Delivery of RSE

Content of RSE in the curriculum

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

"The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of relationship and sex education (RSE) are fully met".

RSE is embedded in the learning that we facilitate on a daily basis. We explore relationships between horses and consider the differences and similarities in human relationships. We regularly breed mice as part of the RSE learning. We build relationships with our learners that allow them to feel safe to explore topics around RSE and we direct learners to appropriate resources.

Materials used reflect the consultation with parents/carers. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of

material used is available to parents/carers and informative books are available to children in the library.

6. Specific Issues within RSE

Confidentiality and Child Protection (See appendix)

With respect to child abuse and protection procedures, staff will follow our safeguarding policy.

Partnership with Parents:

Rainbow Horses views parents as partners in the delivery of RSE.

Parents are informed about any relationship and sex education learning that takes place through the weekly trackers and in person where deemed appropriate

Rainbow Horses encourages parents to voice their concerns about RSE with relevant staff or RSE leads

Parents wishing for further support with talking to their child about RSE issues can contact the school.

This policy will be available on the Rainbow Horses website for parents.

Answering Difficult Questions/ Dealing with sensitive issues

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“Teachers are confident and skilled in discussing sensitive and/or controversial issues”.

All learners are worked with on a one to one basis which leaves them free to explore sensitive issues around RSE in a confidential environment. Questions are answered in accordance with each learner’s age and level of understanding.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that learners are able to form their own, informed opinions but also respect others that may have a different opinion.

Provision if a pupil becomes pregnant:

Pregnancy is not a reason for exclusion. **Rainbow Horses Learning Centre** will work with the LA, parents/carers and social services to provide appropriate support to pregnant pupils.

Information about Contraception, Abortion, STIS (including HIV/AIDS) and Sexual Health Services

Providing information to secondary school pupils with regards to contraception, abortion, STIs and sexual health services is in line with the DoE's guidance on RSE (2000)¹, and contributes to the Government's public health outcomes for 2013-2016 to reduce under 18s conception and chlamydia diagnoses for 15-24 years olds².

Particular care will be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. A teacher approached by an individual pupil for specific advice on contraception, abortion and/ or other aspects of sexual behaviour, will wherever possible, encourage the pupil to seek advice from his/her parents and, if appropriate, from the relevant health service professional. Raising awareness about the law regarding young people's sexual health i.e. the age of consent, the right to confidential service will also be included in the curriculum.

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting, child sexual exploitation, pornography and radicalisation/ extremism

At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch consent and risk minimisation, so that young people leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 'Relationship and Sex for the 21st Century; Supplementary Advice to the Relationship and Sex Guidance DfEE' (SEF/ Brook)

Dealing with inappropriate sexual behaviour

Inappropriate sexual behaviour can include:

- Inappropriate touching/ sexual bullying
 - Sexting i.e. sharing of inappropriate images
 - Cyberbullying
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- Inappropriate behaviour is dealt with on an individual basis in accordance with our relationship and emotion regulation policy.

¹ DfES (2000) Relationship and Sex Guidance:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200116%202000> (accessed 26/3/13)

² Department of Health (2012) Improving outcomes and supporting transparency; Part 1: A public health outcomes framework for England, 2013-2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/151873/dh_132559.pdf (accessed 26/3/13)

APPENDIX

CONFIDENTIALITY

What is Confidentiality and why is it Important?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

PSHE Education
Relationship and Sex Education
One to one discussions with pupils
Disclosures by pupils
School advice and support services
Visiting health professionals
Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the schools code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and relationship and sex education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)
NSPCC, Someone to turn to, 2004

