



THE GILLFORD CENTRE

RELATIONSHIPS AND SEX EDUCATION POLICY

Signature of Headteacher	
Signature of Management Committee	

At The Gillford Centre, Sex and Relationship Education (RSE) is about the physical, moral and emotional development of our pupils. It is also about the understanding of the importance of stable and loving relationships and the nurture of children. It is centred on learning the value of family life, respect, love and care. It will include the teaching of sex, sexuality and sexual health, and the maintaining of informed choices. This policy is both culturally appropriate and inclusive of all students.

MORAL STATEMENT

Learning the importance of values, individual conscience, moral considerations and responsibility for your own actions.

Learning the value of family life and stable, loving relationships and the nurture of children.

Learning the value of respect, care and self-esteem.

Exploring, considering and understanding moral dilemmas.

The aim of Personal, Social, Health and Economics (PSHE) is to equip pupils with current, up-to-date information on issues that they may face in the wider world to enable them to make informed choices and opinions, from drugs to bullying and RSE (which focuses the effective delivery of relationships education, including relationship education within primary schools and sex education within secondary schools). PSHE and RSE are obligatory but non-examined subjects which help to equip our pupils for life outside school and the role they take on after education. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Our curriculum for this area focuses on inclusivity, this inclusivity includes gender, sexual orientation, race, religion, LGBT+ and is the basis for which successful PSHE, and in turn, aware and knowledgeable pupils develop.

The intended outcomes for our programme are that pupils will:

- learn to manage emotions and relationships confidently and sensitively.
- develop self-respect and empathy for others with an absence of prejudice and discrimination.
- learn to appreciate the consequences of choices made.
- learn how to recognise exploitation and abuse.
- develop critical thinking as part of decision making.
- develop the attributes of confident, well informed and inclusive young adults

KNOWLEDGE AND UNDERSTANDING

At KS1/2 pupils will look at the value and importance of healthy relationships. Relationships Education is designed to help children to have positive and safe relationships with family, friends and online.

Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

At KS3/4 pupils will cover physical development, human sexuality, reproduction, sexual health and relationships. Contraception and the range of support services. Learning the reasons for delaying sexual activity and the benefits to be gained from such delay, for example ensuring sufficient maturity is reached within an appropriate relationship.

CONSULTATION

This SRE curriculum includes consultation with pupils, staff, parents and members of the Management Committee.

PROVISION

The provision of RSE is mainly through PSHE and science. There may also be delivery through tutor activities and cross curricular days or events. We work with local agencies such as NHS Cumbria, the police school liaison officer and local voluntary organisations to enhance the SRE programme.

PSHE lessons are taught discreetly at Key Stage 3 and 4 for 45 minutes each week by the class teacher. All teachers of PSHE will have access to a range of resources and support to ensure teaching is accurate, supportive and appropriate for their learners needs.

The Management Committee will be responsible for the policy and ensure all aspects of the policy meet statutory regulations and guidance with support of the Head Teacher. The PSHE subject Lead and Key Stage Coordinators will be responsible for the production and upkeep of teaching resources and ensure the provision is to the highest possible standard. Staff will be given professional training opportunities on a regular basis and in line to meet any identified needs.

TEACHING AND LEARNING STYLES

The programme of study has been created to meet the needs of our learners whilst at the same time covering the legal requirements set out by the Government. We use a range of teaching and learning styles to teach PSHE and RSE. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. Formative assessment will be on going throughout the entire programme and should be the main driving force in meeting our pupils' needs. At the beginning and end of each topic the knowledge and understanding of the pupils will be assessed and used to inform future teaching. Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice activities will be vital in adapting and amending planned learning activities.

Due to the nature of PSHE and RSE we will ensure that pupils are taught in a safe learning environment with clear ground rules and where possible distancing techniques will be used to keep our pupils safe and confident. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with our school policy.

This policy will respond to needs and this will be supported by other school policies for example: the Anti-Bullying policy, Child Protection policy, Equality policy and Drugs policy.

We will work to support our young people with their awareness and resilience and enable pupils to understand what is right for them and work to enable them to keep going in the face of challenges.

CONFIDENTIALITY

In the event that personal disclosures occur the teacher will follow the Centre's Child Protection policy.

MONITORING

RSE is monitored and evaluated at the end of each unit of work through discussions with pupils and departmental meetings in discussion with the teaching staff who deliver it. The RSE programme is reviewed annually and the policy will reflect and respond to relevant local and national incidents and issues.

PARENTAL ENGAGEMENT

Parents will have access to the PSHE policy at all times via The Gillford Centres website and any changes will be notified. We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. Parent information sessions and use of digital communication will empower parents to follow up PSHE and RSE work at home and we welcome your feedback regards any and all content.

PARENTS' RIGHT TO WITHDRAWAL

You cannot withdraw your child from Health Education or the Relationships Education element of RSE because it is important your child receives this content. If you do not want your child to take part in some or all of the Sex Education lessons delivered at school, you can ask that they be withdrawn. The Head Teacher will request a meeting to discuss this with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

There will be no parental right to withdraw from relationships education, health education, or sex education delivered as part of the science curriculum. The DFE 2020 guidance clearly states the expectations.

INCLUSION

The Gillford Centre has a duty to ensure that all children are properly included in RSE irrespective of "age, gender, disability, gender reassignment, race, religion or belief, sex or sexual orientation, with special education needs and learning difficulties". All pupils must be properly included in RSE. We believe RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

TEACHING PSHE TO CHILDREN WITH SPECIAL NEEDS

We teach PSHE and RSE to all children (Sex Education at Secondary), regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and RSE targets. All information in a Child's EHCP will be considered.