



## The Attic *RSHE policy*

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<b>Named Manager</b>	Karen Lodge

## **INTRODUCTION**

The Attic Pupil Referral Unit is committed to helping and supporting the needs of all students and ensuring that they all make progress in their physical, social, emotional and moral development. The Attic PRU aims to achieve this in line with our values of freedom, Hope, Inspire and Love. This policy intends to set out how The Attic PRU will endeavour to deliver relationship, sex and health education (RSHE).

### **Statutory requirements:**

The relationships education, relationships and sex education and health education (England) regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

All students receiving primary education must be taught relationships education, students receiving secondary education must be taught relationship and sex education and that all primary and secondary students must be taught health education.

### **Intended outcomes:**

The Attic PRU's aims for all students are as follows:

- To be able to make responsible and well-informed decisions about their lives.
- To be able to explain the emotional, moral and ethical issues that may arise moving into adulthood and beyond.
- To be able to explain physical processes and changes that take place.
- To be able to respect themselves and others.
- To be able to promote responsible use of social media.
- To learn that they have a responsibility when it comes to aspects of the law.
- To promote safeguarding in all aspects of students' life and decision making.

### **Withdrawal of students:**

- The government guidelines state that parents do not have the right to withdraw their child from relationships or health education.
- Parents do have the right to withdraw their child from some aspects of sex education, but not what is taught as part of the national curriculum for science (i.e. puberty, menstruation and reproduction). Parents are advised to consider that it may be preferable for their child to learn about sex from a trained professional in a controlled environment, rather than them be misinformed by unreliable sources.
- Any request for withdrawal from sex education should be done in writing to the Head teacher, and parents opting out are also advised to meet to discuss the matter.
- A child can opt back into sex education without parental consent or knowledge from three terms before their 16<sup>th</sup> birthday. If they opt back in, then the school has a duty to provide them with sex education.
- Students may not opt out of sex education themselves. However, arrangements will be made during sex education lessons so that all students feel comfortable and safe,

such as opting out of individual activities with agreement with the member of staff delivering the activity.

- Arrangements for those students whose parents have opted out of sex education will be provided with work, such as alternative study.

### **Safeguarding students:**

- All students during RSHE will be required to adhere to a set of ground rules created by the individual groupings in order to create a safe learning environment for all. These will generally include, but not restricted to, listening to others, keeping anecdotes anonymous and being non-judgemental.
- All students will have the opportunity to have a 'time out' if they feel vulnerable during a lesson which is agreed with the staff member teaching that lesson.
- Particularly vulnerable students will be monitored within lessons dealing with sensitive topics and as with all students there is a 'time out' option which is agreed with the staff member teaching that lesson.
- All staff will be made aware in advance of lessons taking place where students may feel vulnerable to be able to have further conversations with students if it is deemed necessary.
- All students will be reminded of safeguarding and in the event of a disclosure all The Attic PRU safeguarding procedures will be followed.
- All staff will be trained in The Attic's safeguarding procedures.
- Where a disclosure or concern is raised by an outside speaker, they will follow the Attic's visitor safeguarding procedure.

### **Confidentiality:**

- All students will be encouraged to speak to a trusted adult if they have concerns regarding any of the topics raised in RSHE. This may not necessarily be a Parent or Carer.
- As long as there are no safeguarding concerns these conversations will be treated confidentially. Confidentiality can never be promised.
- If as a result of a conversation with a student concerns are raised regarding a students' safety, the usual Attic PRU safeguarding procedures will be followed.

### **Equal opportunities and inclusion:**

When delivering RSHE the following will be taken in to consideration:

- Equal opportunities
- Background
- Culture
- Faith
- Family circumstances
- SEND
- EAL

- Difference and diversity
- Discrimination
- Bullying
- Gender
- Race
- Religion
- Sexuality
- Ability
- Disability
- Appearance

In addition, areas of focus where possible will reflect local need and include local statistics. All students will receive RSHE differentiated to a level which is appropriate to the individual.

### **Curriculum:**

Relationships education will be taught throughout all of the key stages every year at an appropriate level with consideration given to prior attainment and understanding. Relationship and health education are introduced at key stage 2 and carried on through key stages 3 and 4 with the addition of sex education.

In key stages 2, 3 and 4 The Attic PRU will be using a combination of programmes that have been quality assured by the PSHE Association which also includes the PSHE Association's programme of study document which covers key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

The Dragonfly Unit will follow their 12-step programme of study which is matched against the DfE guidelines.

### **Across the Key stages the following areas will be covered:**

#### **Families:**

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

- what it means to be LGBTQ+ in society and the difficulties they face, qualities they have, promoting the lives of individuals within those groups and breaking down prejudices.

### **Respectful relationships, including friendships:**

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and media:**

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is against the law.
- how information and data is generated, collected, shared and used online.

### **Being Safe:**

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).

### **Intimate and sexual relationships, including sexual health:**

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
  - that they have a choice to delay sex or to enjoy intimacy without sex.
  - the facts about the full range of contraceptive choices and options available.
  - the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **The Attic delivers RSHE through:**

- Specialist teaching staff.
- All teachers (with appropriate training).
- External agencies used where appropriate and possible to enhance the programme.

### **Teaching sensitive and controversial issues:**

These are certain to arise in learning from real life experience. Issues that we will address that are likely to be sensitive and controversial because they have political, social or personal impact or deal with values and beliefs which may include but not limited to; family lifestyles and values, physical and medical issues, bullying and bereavement. All staff will take all reasonable steps to ensure that where political or controversial issues are brought

to students' attention, they are offered a balanced view. All staff will seek to avoid bias on their part and as part of the programme teach students how to recognise bias and evaluate evidence. All staff will seek to create a learning environment in which all students are free to express their point of view even if that contradicts or is opposite to that held by their class teacher, support staff or their peers.

### **Answering difficult questions:**

All staff are aware that views around RSHE and related issues may vary. While personal views will be respected all topics are taught without bias. Each topic will be taught using a variety of views and beliefs so that students can form their own, informed opinion but also respect that others may and have the right to a differing opinion.

Questions will be answered accordingly. They do not have to be answered directly and can be answered individually later as they may require further research. All staff will use their skill and discretion in this area to answer the questions appropriately. If any concerns are raised due to the nature of the questions being asked, then the individual member of staff may refer to their DSL or ADSL.

### **Parents, Carers and the wider community:**

Parents and Carers are key people in teaching their children about sex and relationships and The Attic PRU aims to complement and support them within their role; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenge and responsibilities that sexual maturity brings.

The Attic PRU encourages and supports all Parents and Carers to:

- create an open home environment where children can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- Be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- Seek additional support from The Attic PRU where they feel it is needed.

### **Assessment:**

Teaching and learning of RSHE will be assessed by but not limited to:

- Student self-assessment
- Teacher assessment
- Peer assessment
- Strategic questioning

### **Monitoring:**

The RSHE programme will be monitored by but not limited to:

- The quality assurance cycle
- Teacher monitoring

- Student feedback
- Parent / Carer feedback
- Termly meeting for those who deliver RSHE

**Policy consultation:**

This policy has been shared with the following:

- The Attic School staff
- Students
- Parents and Carers
- Outside agencies where possible and appropriate for example the school nurse.

This policy will be adapted once there have been responses to the Parent / Carer consultation.

**Links to other policies:**

- Safeguarding policy
- Equal opportunities policy
- E-Safety policy
- Teaching and Learning policy
- Behaviour and relationship policy
- Anti-bullying