

Maple Medical PRU

RSE Policy

Aim:

The RSE curriculum aims/intends to:

- ensure that the whole school community (pupils, parents/carers, staff, and the Management Committee) have a shared understanding of this important area of the curriculum
- promote and value the personal development in young people attending Maple
- promote and value the social and interactive development in young people attending Maple
- to promote learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- to emphasise attitudes, values and the development of self-esteem and the skills to manage relationships.
- to ensure that Maple has a comprehensive programme of RSE and that all aspects of the curriculum outlined in the DfE Statutory Guidance are covered in Science, Personal, Social and Health and Education (PSHE), ICT, Health & Social Care, and/or via outside speakers and morning meetings.

Principles/values/connections to wider school aims:

This policy is based on the Maple Vision, Values & Aims which is our commitment to:

- Creating an educational provision which is safe, caring & nurturing & enables pupils to learn and staff to grow
- Respect equality, individuality & achievement at all levels of ability and age
- Provide a happy and stimulating environment where pupils can achieve their full potential
- Remove as many barriers to learning as possible
- Have high expectations of teaching & learning and reward achievement

This policy is written in conjunction with the School Development Plan and supports these specific aims within those documents in the academic year 2019/20:

Ensure all pupils have access to an appropriate KS4 curriculum, including Mulberry

Procedures and practice

Intent (Aims and purpose)

The RSE curriculum aims/intends to:

- give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- to distinguish between content and experiences that exemplify healthy relationships (including family relationships) and those that are distorted or harmful, (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- to create responsible citizens with awareness of social issues such as inequality, prejudice and discrimination
- to provide a framework in which sensitive discussions can take place
- to give pupils an understanding of sexual development and the importance of health and hygiene
- to create a positive culture around issues of sexuality and relationships
- to help pupils develop feelings of self-respect, confidence and empathy

Implementation

- At Maple Medical PRU RSE is not an isolated subject; it permeates the whole curriculum and the pastoral system and is also part of the daily morning meeting programme and
- The RSE curriculum is delivered to every group in Maple to allow for a rolling programme to develop skills and knowledge at an age- and understanding-appropriate time.
- Detailed and thorough cross-curricula planning is undertaken to ensure the curriculum is comprehensive and is accessible for the range of Maple pupils

- Resources and teaching strategies are planned to help all learners access the curriculum
- Maple recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers/TAs will:
 - Establish ground rules with pupils
 - Emphasise the importance of mutual respect
 - Encourage reflection
 - Make pupils aware that all staff at Maple are responsible for the RSE curriculum and that pupils can approach any teacher/TA
- Maple staff use a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils in their own learning
- Maple Medical PRU also recognises that some aspects of RSE must be taught by specialists. From time to time Maple will invite professional health experts in to deliver issues relating to RSE. These speakers will:
 - visit at the invitation of the Maple Medical PRU and will be qualified to make an appropriate contribution
 - when in class visitors will be supervised by a teacher who will be present at all times
 - visitors will follow Maple Medical PRU Child Protection Procedures if a disclosure occurs within the classroom setting
 - Visitors will know and understand where their contribution fits into the Maple's programme for RSE.
- All teachers are aware they may be discussing controversial topics, are clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support. Guidance for discussion based lessons with pupils:
 - No one will be forced to take part in a discussion
 - No one (teacher or pupil) will have to answer a personal question
 - Meanings of words will be explained in a sensible and factual way
 - Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify Maple Medical PRUs Designated Safeguarding Lead.
- The Learning Mentors are able to follow up RSE lessons with individual sessions if appropriate to help some pupils to understand parts of the curriculum they find difficult, distressing or confusing, for example, sessions on puberty for pupils whose age means that their bodies are changing but whose level of comprehension make these changes difficult to understand.

Parental right to withdrawal from RSE

RSE is part of all pupils' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents have been consulted during the development of this policy and have received copies of withdrawal forms as part of this consultation. The RSE policy document and withdrawal forms will also be included in the admission packs for pupils new to Maple. All forms should be returned to the Head teacher who will discuss the request with parents/carers and take appropriate action.

Maple Medical PRU is promoting lifelong learning about physical, moral and emotional development and the impact should be:

Impact

- understanding of the importance of a stable and loving relationships.
- age-appropriate knowledge and understanding of sex, sexuality, and sexual health
- to provide information on contraception and the range of local and national sexual health advice support services
- to understand the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy
- to provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have
- to understand physical development at appropriate stages
- to prepare pupils at school for opportunities, responsibilities and experiences of later life.
- to support children growing up in an increasingly complex and digital world.
- recognising that, whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. T
- recognising the dominance of social media, the prevalence of cyber-bullying and the risks that children learn about relationships from untrustworthy sources
- to support children and young people to make the right decisions and keep themselves safe and happy.
- to explore and consider moral dilemmas, responsibility and to encourage the ability to make informed decisions.
- to help pupils to develop a good self-image and high self-esteem
- to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others.

- to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse.
- to provide opportunities to develop communication skills and assertiveness within a range of different situations.

Equal opportunities:

All pupils in the Maple Medical PRU have access to RSE. We are aware that some pupils are vulnerable due to their life experiences and/or severe and enduring mental health issues. Everyone is advised when sensitive topics will be taught and are able to opt out if they wish. Pupils with medical conditions and/or disabilities may be unable to fully take part in some activities but these will be adapted wherever possible to meet their needs.

Pupils level of comprehension will be taken into account and lessons differentiated accordingly to ensure that all pupils can access appropriate information.

Organisation:

RSE is taught as part of the PHSE, Science & Health & Social Care curriculum and is also part of the morning meeting programme. Primary pupils in Mulberry follow the Primary RSE curriculum and all other pupils follow the RSE Secondary curriculum.

Resources:

A wide variety of resources are held within Maple and visiting speakers bring additional resources. Planning for RSE is reviewed and revised at the end of each academic year and resources updated as necessary.

Pupils have access to local community resources via the Learning Mentors and are supported to use them if necessary.

Monitoring and evaluation:

The SLT monitor the RSE curriculum via discussions with teachers/TAs & pupils, formal and informal lesson observations, learning walks looking specifically at pre-determined areas of the curriculum, peer-on-peer observation, drop ins, work scrutiny and appraisal & CPD discussions.

Members of the Management Committee monitor the curriculum via discussions with the Head Teacher, the teacher, formal lesson observations and work scrutiny. They also monitor staff appraisal & CPD.

Monitoring and review of policy:

The SLT/management committee are responsible for monitoring the implementation of this policy and for reviewing the policy. This is done via observation, discussions at appraisal/CPD meetings, review of record keeping and discussions with management committee members during monitoring visits. This policy is formally reviewed every 2 years by the Management Committee.

Date of Policy – April 2020

Date of Review – April 2022

Signed

Head teacher.....

Chair of Management Committee.....