



**BASKERVILLE SCHOOL**

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**RELATIONSHIPS AND SEX (RSE) AND HEALTH  
EDUCATION POLICY**

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***Version:***

***Ratified by the Governing Body:*** To be presented

***Signed by the Governing Body:***

***To be reviewed (annually):***

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## **VISION STATEMENT**

To provide outstanding, inclusive educational provision to prepare students for a fulfilled life.

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### **Introduction and Rationale**

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. Those students completing Year 11 have the opportunity of continuing their education into Post-16. This policy is in place to support achieving the school's vision statement.

This document should be used in conjunction with the following documents:

PSHE Policy  
Science Policy  
Curriculum Policy  
Confidentiality Policy  
Equal Opportunities Policy  
Safeguarding and child protection policy

### **What is Sex and Relationship and Health Education?**

Sex education is defined as any sex education schools choose to teach other than that covered in the science curriculum. This includes the following:

- Physical, moral and emotional development
- Understanding different types of relationships – including friendships, acquaintances, workplace relationships, intimate relationships, family, sexual relationships, civil partnerships/ marriage.
- The importance of maintaining stable and respectful relationships.
- Equality and diversity – LGBTQ+ and gender
- Sexual intercourse – include consent and the right to withdraw consent.
- Sexuality
- Sexual health, including contraception.
- Fertility including IVF and other fertility treatments.
- Keeping healthy, including mental and sexual health.
- Keeping a baby healthy and parental responsibility, including financial demands of parenthood.
- Recognising behaviour that is damaging to relationships, including coercive control, peer-on-peer abuse, domestic violence, honour violence and forced marriage and online grooming.
- Keeping safe online, including the use of social media, dating sites, texting, the production and distribution of sharing images and other content.
- Understanding what the law stipulates regarding relationships

- Understanding the law regarding online use and the creation and distribution of material.
- Identifying where to seek support – fertility treatment, charities and organisations available. (including for post-natal depression, LGBTQ+, domestic violence, bullying for example.

### **Aims of Sex and Relationship Education at Baskerville School**

- To play a part in the delivery of the Vision Statement
- For students to develop the understanding that RSE is a gradual developmental process that is supported by a partnership between home and school
- To provide students with skills, knowledge and attitudes to maintain a healthy lifestyle
- To help students to respect themselves and others
- To support students through their physical, emotional and moral development
- To develop skills and understanding to enable students to make responsible choices about their health, well-being and relationships
- To help students become confident adults and to consider their own and others, sexual health and well being
- To address inappropriate behaviours which occur in both public and private places
- To develop the skills and understanding relating to personal hygiene
- To provide individual programmes and/or support to students and parents/carers when required

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

DfEE: 2019 guidance

### **Organisation and Method of Teaching**

Most of the Sex and Relationship Education takes place within the PSHE lessons. Form tutors generally deliver the PSHE curriculum with support from other professionals where appropriate. The PSHE overview gives a guide of when RSE will be delivered, however there is the ability to be flexible based on the needs of the class, school issues or individual students. Students are generally taught in mixed sex groups. For certain elements of the programme single sex and individual tuition may be necessary and appropriate.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Teachers in the science faculty will deliver lessons that are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not overlooked.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested, or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly and within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More confident or specialist teachers will support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support will be offered from the PSHE faculty leader who will help with planning or delivery of lessons if required. Regular CPD is also provided to ensure that staff are up-to-date with developments and their subject knowledge is secure.

### **Areas of RSHE covered by Students at Baskerville School**

We do recognise that some areas may need to be addressed earlier depending on the understanding and ability of the students.

#### **Key Stage 3**

- Emotional well-being and mental health
- Building positive relationships
- Resolving conflict
- Equality and diversity
- Managing your emotions and feelings
- Keeping safe and saying no, including online
- Different types of family groupings
- Correct names for body parts
- Body changes at puberty
- Menstruation
- Personal care and hygiene
- Keeping safe online

#### **Key Stage 4 and 5**

- Equality and diversity
- Different types of relationships
- Keeping safe within a relationship
- Puberty
- Consent – including right to withdraw

- Conception and delivery
- Parenting
- Contraception and fertility
- Sexually transmitted diseases
- Parenting
- Keeping safe online
- Abortion
- The law relating to sexual activity
- Personal care and hygiene

## **SPECIFIC ISSUES**

### **Inclusion**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

We intend our policy to be sensitive to the needs of different ethnic groups. For example, for some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will always respond to parental requests and concerns.

We aim to deal sensitively and honestly with issues of sexual orientation, gender, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

### **Confidentiality**

Pupils will be informed that complete confidentiality cannot be assured. For suspected Child Protection concerns, the school will follow the School and Local Authority policy and procedure. Staff will log on “My Concern” and notify the DSL of any safeguarding issues.

### **Use of Outside Visitors**

School will follow LA guidelines and will contact the LA/Health Education Service (HES) team if in doubt about the suitability of any programmes and for support. Appropriate outside agencies are used to enhance our curriculum and deliver content in an enriching, informative and inclusive way.

## **Parent Withdrawal**

Parents have the right to withdraw their child from those elements of the Sex and Relationship Education programme that do not form part of the National Curriculum Science programmes of study.

If parents have concerns about any of the content to be covered, we ask that these be addressed to the Head Teacher. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will then be given the opportunity to meet to discuss this further. We will do our best to address any worries that the parent may have.

Once those discussions have taken place, except in exceptional circumstances, the school will endeavour to respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. This process is the same for students with complex needs. We will take each pupil's specific needs into account when making the decision to withdraw.

In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic.

There is no right to withdraw from Relationships Education or Health Education.

## **Working with Parents**

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the PSHE Faculty Leader or the Head Teacher. A letter should be sent to parents to remind them in which term sex and relationship education will be taught. An overview of the module should be provided if it is requested.

## **Assessment Recording and Reporting**

Assessment for RSE at Key Stage 4 and 5 is recorded in accordance with the regulations and procedures set out by the awarding body.

Assessment at Key Stage 3, 4 and 5 is undertaken in line with the school policy on Assessment Recording and Reporting. Teachers are expected to contribute to end of year reports for all students studying PSHE.

## **Equal Opportunities**

The principles set out in the school's Equal Opportunities Policy apply within the teaching of Sex and Relationship Education. It is the responsibility of the teacher when planning lessons to ensure that appropriate modifications are made to ensure that all students have access to learning in Sex and Relationship Education and make good progress

## **Resources**

Resources for teaching Sexual and Relationship Education including artefacts, enrichment opportunities, work with outside agencies and text books will be purchased on a needs basis and shared resources will be kept in the Science room and in the PSHE Faculty Leader's office. There is an annual budget for PSHE based on a subject action plan and a bid for any additional resources that are identified in the action plan.

## **Leadership and Management**

Sex and Relationship Education is part of the PSHE programme. The PSHE Faculty Leader will be responsible for compiling Schemes of Work. The Assistant Head Teacher curriculum and PSHE Faculty Leader will complete an annual evaluation of the Sex and Relationship Education provision throughout the school. From the information gathered by this process, the PSHE Faculty Leader will compile an action plan and resource request for Sex and Relationship Education.

## **Monitoring and Evaluation**

This is undertaken in line with the school policy on Monitoring and Evaluation. SLT and faculty leaders will observe lessons on a termly basis, to evaluate the quality of learning and teaching or the implementation of the Schemes of Work. Feedback will be provided for the teacher and the information gathered from lesson observations will be used to inform the school's Self Evaluation process. The Assistant Head Teacher Curriculum will meet with the Link Governor for PSHE to discuss the provision, developments and progress of PSHE and may be asked to present a report to the School Improvement Committee from time to time.

## **Dissemination of the Policy**

The policy will be presented to Governors.  
The policy will be available to all staff.  
Parents will be sent a full copy on request.  
A summary of this policy will appear on the school's website.

## **Basis for Developing the Sexual & Relationship Education Policy**

- PSHE Association
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfEE 2019)

