

KS MUL

EDLN13 Lincs School Relationships, Health and Sex Education (RHSE) Policy and Procedure

Document Information

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Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the Equality Act 2010. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

Contents

Contents.....	3.....
1. Introduction.....	3.....
2. Scope.....	4.....
3. Roles and Responsibilities.....	4.....
4. Aims.....	5.....
5. Organisation of RHSE.....	6.....
6. Impact.....	8.....
7. Sensitive Topics.....	8.....
8. Safeguarding, reports of abuse and confidentiality.....	9....
9. Right to Withdraw.....	9.....
10. Complaints.....	10.....
11. Monitoring Compliance.....	10.....
12. Linked Documents.....	10.....

1. Introduction

KisimulGroupbelieves that Relationships, Health and Sex Education (RHSE) and is part of the educational entitlement of all children/young people. We recognise that RHSE development is an integral part of personal development, and that some learners may require additional support and resources to develop an appropriate understanding.

The nature of learning difficulties and autism means that our learners at Lincs School may be more vulnerable to abuse and exploitation than their peers. Their social understanding and interactional difficulties can lead to very specific difficulties around relationships and sexuality. Some learners may be confused about what is acceptable public behaviour, or they may need to be taught the skills that other young people acquire incidentally. They may need additional help and guidance around making and maintaining relationships, and in understanding what is socially acceptable or unacceptable behaviour.

The Department for Education (DfE) has outlined statutory guidance on RHSE. Kisimul will teach aspects of relationships and sex education as part of the school's broader curriculum (see *EDLN11 Lincs School Curriculum Policy and Procedure*), although will consider individual input and support should specific issues arise. Therapeutic input, such as speech and language support will be used to support understanding alongside appropriate resources to support pupils' understanding and communication.

At Lincs School we aim to provide a personalised learning programme that take account of learners' SEN profile and individual needs. We aim to provide an environment where each member of the school community is treated with respect and where dignity is paramount. We aim to present facts in an objective, balanced and sensitive manner, respecting the values of the school population, with awareness of the law on sexual behaviour.

2. Scope

This policy applies to all staff at Lincs School and affects all learners.

3. Roles and Responsibilities

3.1 The Chief Executive Officer

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation's policies.

3.2 The Headteacher

Is responsible for effectively implementing this policy at Lincs School, and for informing parents of this policy, as well as the other elements of the curriculum (see *EDLN11 Lincs School Curriculum Policy and Procedure* and *EDLN12 Lincs School Careers Education Policy and Procedure*).

3.3 Teaching Staff

Are responsible for supporting learners' understanding of the RHSE curriculum and for providing a safe and secure environment where students feel able to seek support on issues around relationships and sex.

their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That there are different types of committed, stable relationships.

4.3 Caring friendships

For example, how important friendships are in making us feel happy and secure, and how people choose and make friends.

4.4 Respectful relationships

- Using some of the baseline assessment to identify pupils' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for pupils.
- Including different sensory experiences at the "encountering" level tailored to individual pupils, in addition to responding to adult prompting.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as learners progress through their education.

6. Impact

6.1.1 Our curriculum offer will be planned according to learner's individual needs. We continuously assess our RHSE curriculum's implementation and impact on achieving the highest outcomes possible across all year groups. We ensure that we provide the necessary support for all learners to understand the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future.

6.1.2 We believe we can enhance learners' education through our RHSE curriculum and help them become confident individuals, with positive body awareness and depth knowledge of keeping themselves safe and healthy and who will, through respect, tolerance and standing, forge and maintain positive relationships with a diverse range of family and friendship groups.

6.1.3 The learning outcomes for each topic area are further broken down into smaller steps in the form of 'I can' statements. These can be used as a way to evidence pupils' progress. There is a series of these statements for the ~~se~~ formal curriculum.

7. Sensitive Topics

7.1.1 Lincs School will always place fundamental British values at the heart of the curriculum; this includes mutual respect, tolerance, and standing.

10. Complaints

Any complaint about RHSE teaching and learning should be made to the Headteacher with ~~reference~~ with *EDLN15 Lincs School Complaints Policy*.

11. Monitoring Compliance

The Headteacher is responsible for monitoring compliance with this policy, and the impact on teaching and learning.

12. Linked Documents

12.1 Kisimul Policies

12.1.1 EDLN02 Lincs School Safeguarding and Child Protection Policy and Procedure

12.1.2 EDLN11 Lincs School Curriculum Policy and Procedure

12.1.3 EDLN15 Lincs School Complaints Policy and Procedure

12.2 Legislation

12.2.1 Equality Act 2010

12.3 Statutory and Best Practice Guidance

12.3.1 Inspecting teaching of the protected characteristics in schools (Ofsted 2023)

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

