



Relationships and Sex Education Policy 2024

Aims

Hope Tree School is a special independent school for autistic girls. Our ethos is to provide autistic girls access to education in a calm, predictable environment, allowing them to have opportunities to make friends, develop social skills and achieve their potential.

The aims of Relationships and Sex Education (RSE) at our school are to:

1. Provide a framework in which sensitive discussions can take place.
2. Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
3. Help children develop feelings of self-respect, confidence and empathy.
4. Create a positive culture around issues of sexuality and relationships.
5. Teach children the correct vocabulary to describe themselves and their bodies.
6. Ensure that children are given the opportunity to discuss the rights of children and adults and how these rights impact on relationships.

Statutory Requirements and definition.

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools.

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Delivery of RSE

Relationships Education and RSE-related topics within the curriculum are age-appropriate and will be considered each year in regard to the needs and experiences of all students. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Across all Key Stages, children will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks

- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Roles and Responsibilities

The Head of Learning is responsible for working with teaching staff to ensure that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.

Teaching staff are responsible for:

1. Teaching RSE in a sensitive way, mindful of student's past experiences.
2. Modelling positive attitudes to RSE.
3. Monitoring progress.
5. Responding to the needs of individual students

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Learning.

Participation in RSE

All of our students are expected to participate in RSE. Parents have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Head of Learning. A copy of withdrawal requests will be placed in the student's educational record. The Head of Learning will discuss the request with parents and take appropriate action. Alternative work will be given to children who are withdrawn from RSE.

Staff Training

Teachers are trained on the delivery of RSE through external courses, in-house training, staff meetings and online training depending on their experience and expertise. The Head of Learning may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

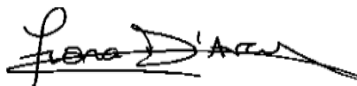
Monitoring Arrangements

The delivery of RSE is monitored by the Head of Learning by discussions with parents and students, as well as the usual internal monitoring systems, e.g. lesson observations and collaborative teaching. Students' development in RSE is monitored by class teachers as part of the usual assessment systems.

Signed:

A handwritten signature in blue ink that reads "Sandy".

Head of Learning

A handwritten signature in black ink that reads "Lisa D'Amico".

Head of Pastoral Care

Date: March 2024

Review Date: March 2025