



## Introduction

This policy covers Holme Court School's whole school approach to Relationships and Sex Education (RSE), as part of our wider PSHE policy.

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

The school believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

## Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools.

We are also committed to providing a RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to a LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Holme Court School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

## Definition of relationships and sex education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline.

We aim to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
  - understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
  - manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
  - develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour.

## Delivery of the RSE curriculum

RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum using the Jigsaw programme. It is supported by the science curriculum.

The PSHE Association and the Jigsaw programme organises learning opportunities for pupils under three core themes.

- 'Health and Wellbeing'
- 'Relationships'
- 'Living in the Wider World'

We have taken care to highlight lessons (the sex education teaching strand) that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content only, rather than the broader relationships education, or indeed PSHE education

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

School staff will not express or be expected to express their personal views or beliefs when teaching RSE. All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

We work with parents/carers to ensure that they are aware of what we teach – each September parents/carers will receive a detailed communication about the subject content to be delivered in the coming academic year. This is important so that parents/carers can make the school aware of any concerns that they have. This is particularly important with the teaching of sensitive information.

## Answering pupil's questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group.

There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carers has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that pupils are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

#### Parental rights and responsibilities

As outlined within the Statutory Guidance, parents/carers have the legal right to request their child be withdrawn from all or part of sex education (only) lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of relationships education, it is our aim to encourage parents to see the value of RSE learning and to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headteacher to discuss their concerns. The Headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the Headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

#### Involving parents and carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together.

We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers.

We work with parents/carers to ensure that they are aware of what we teach – each September parents/carers will receive information about the subject content to be delivered in the coming academic year. This is important so that parents/carers can make the school aware of any concerns that they have. This is particularly important with the teaching of sensitive information.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange for them to come into the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content.

## Safeguarding and child protection

The school acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in the latest addition of 'Keeping Children Safe in Education'.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences.

In cases of a disclosure, all staff have statutory training around child protection and safeguarding and will follow the school's safeguarding policy and procedures.

We also recognise that some pupils may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

## Appendix 2 Promotion of British Values and Anti-radicalisation Policy

## Introduction

Holme Court School is committed to providing a secure environment, where pupils feel safe and are kept safe. All adults in our school recognise that safeguarding is

everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This policy also sets out the four key areas within which the DfE has defined British values, and the ways in which our students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all pupils, as set out in s10 (2) of the Children Act 2004.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all pupils in line with our statutory duties set out in the Education Act.

#### The National Prevent Strategy

Holme Court School supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism.

The 4P's are:

- Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places
- Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath
- Pursue - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas
- Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the Government and security services, the fourth one is one to which schools and those who work with young people can contribute. Our school acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both as a whole school and an individual level.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitate radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of Holme Court School and continues to be so in the school's clear statement of Equality and related policies and procedures.

Extremism in all its forms has no place at Holme Court School, as exposure to both extremist materials and influences is detrimental to the development of young people.

#### School ethos and practice

When operating this policy, we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful



weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Discipline and Dismissal Policy for staff.

Where misconduct by a teacher is proven in relation to extremism, or concerns regarding extremism are raised, the matter will also be referred to the police by the Headteacher.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
  - Pupils accessing extremist material online, including through social networking sites
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow agreed procedures as set out by the Local Authority's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

In the event of concerns about a person becoming radicalised the matter should be dealt with in line with our Safeguarding and Whistleblowing policies and the DSL (Designated Safeguarding Lead) will be informed.

### Teaching approaches

At Holme Court School we will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via our PSHE, tutor time and assembly programme.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Self-esteem is critical to eradicating extremism. With this in mind, we have a developed praise and reward policy system in the school. We also have an important 'House System' to foster collegiality, healthy competition and a sense of identity.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. This is primarily achieved through our assembly programme.

Our work in tackling extremism and promoting British values is central to the school's approach to the spiritual, moral, social and cultural development of students. We have a clear PSHE policy which is integral to the life of the school

One of our goals is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum:

- which is broad and balanced
- explicitly deals with PSHE as a discrete subject
  - which centres on the importance of 'learning beyond the classroom'
- enriches pupil's individual identities by using the history of the school
- promotes religious education as a compulsory element at KS4

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils experiences and horizons.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered intervention. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

#### The promotion of 'British Values '

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

At Holme Court School, we strongly believe that our role is to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
  - Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

#### How we promote British Values

We aim to develop the following attributes through various models of delivery:

- An understanding as to how citizens can influence decision-making through the democratic process
- Use our history to promote certain traditions and values
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

