



# **Relationships and Sex Education Policy**

**December 2020**

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## Linton School

### Relationships and Sex Education Policy

**Adopted by:** Rebekah Dennett **Review date:** December 2021

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**Deputy Designated Safeguard Lead:** Sean Di Sora & Paul Barton **Date:** 1<sup>st</sup> January 2020

**Head Teacher:** Rebekah Dennett **Date:** 1<sup>st</sup> January 2020

**Head of Education Service:** Declan Tuer **Date:** 1<sup>st</sup> September 2019

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**Lancashire County Council – Multi-Agency Safeguarding Hub (MASH):** 0300 123 6720

**Lancashire County Council – Emergency Duty Team:** 0300 123 6722 (out of office hours)

**Blackpool Council – Multi-Agency Safeguarding Hub (MASH):** 01253 477299

**If the child is at immediate risk, please call the police on 999.**

## Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

## Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

## The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

**More information about the school can be found in the school Prospectus.**

## 1. Rationale

As a school one of our core aims is for all pupils to 'learn how to keep themselves safe, and build positive relationships with those around them'. We understand the importance of educating pupils about sex and relationships so they can make responsible and well-informed decisions in their lives. This is particularly important for our students who all have exhibited harmful behaviours or experienced abusive relationships, loss and personal trauma in the past.

'Sex and Relationship Education Guidance' (DfE) defines RSE as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health." At our school we teach RSE objectively, without prejudice and do not promote any form of sexual orientation.

Linton School takes pride in offering a broad, balanced and relevant curriculum, catering for pupils of all abilities and backgrounds. Included in this curriculum PSHE and citizenship has a vital role and is delivered as a discreet subject. The majority of RSE is taught in these lessons, but it is supported and complemented by work in other subjects and through the ethos of the school as a whole.

## 2. Aims & Objectives

Our RSE programme delivered through PSHE and Science, is an opportunity for pupils to develop their understanding of:

- Relationships of all kinds including friendships, family, on-line and intimate relationships;
- Sex and sexuality;
- The importance of family life;
- The biological facts related to human growth and development, including reproduction;
- Recognising and forming positive personal identities;
- Empathy and their abilities to work with others;
- The interplay between relationships and mental wellbeing- including loss, separation, divorce and bereavement;
- Recognising and managing risks;
- Bullying;
- Knowing when and where to access help and support;
- The importance of healthy relationships and the characteristics of these.

Through our programme, pupils will practise and develop their personal, interpersonal and social skills; and explore, clarify and, sometimes, challenge their own and others' attitudes, values and beliefs and moral reasoning in relation to a range of issues.

### **3. Creating a safe learning environment**

Much of the content of this subject area touches on sensitive issues which may provoke strong emotional reactions including distress or embarrassment. Teachers will create a climate of trust, cooperation and support.

The class establish Ground Rules that apply in all PSHE lessons. These rules refer to: respect; confidentiality and when this will be broken; thinking carefully before sharing personal information; the right to leave the room if necessary; the use of the correct language; and the right to decline to answer personal questions.

Distancing techniques will be used such imaginary scenarios; discussing issues in the third person; discussing issues without using names.

Teachers will be conscious of expressing their own views and opinions and when they do so, will work within the school's values, policies and the law.

If an open learning environment has been created, pupils will feel able to ask questions throughout the lesson. They will also be encouraged to ask questions anonymously prior to the lesson using the Suggestions Box. At times, pupils may ask difficult questions. These do not need to be answered immediately: it may be more appropriate to address them later once the teacher has had time to give careful consideration to the answer. Whenever possible age-appropriate factual answers will be given.

Consideration will also be given to the size and dynamics of the teaching group and who is best placed to deliver particular content.

### **4. Multi-agency Team**

Due to the particular needs and vulnerabilities of our students, we will liaise with the Therapy and Home teams to let them know our curriculum plans for each student at least half a term in advance. This will allow them to advise teachers about any content that may cause a particular issue for any of the young people concerned, and alert them to the need to follow up any issues that might arise from lessons in school. In some circumstances it might be agreed to remove a pupil for particular content and to cover this in 1-1 sessions led by the therapist or key worker.

### **5. Diversity and Inclusion**

We recognise that the pupils we teach are vulnerable to exploitation and to forming unhealthy relationships in the future. As a result of the sensitive nature of the subject content, and the specific needs of our pupils, certain aspects of SRE may be taught individually, or at the time agreed is most appropriate in discussion with Care and Therapy. Throughout the school day, every pupil has access to one-to-one support from a member of the Care Team as well as a named tutor who can offer pastoral support as required. Support for individual pupils will be provided through therapy, tutor support and key-work sessions.

We are sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. We include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM).

Our PSHCE programme covers the concept of equality and the legislation relating to it. We recognise that as a school we have specific responsibilities in relation to equality and protected characteristics. Our RSE programme aims to foster gender and LGBT+ equality, challenge all forms of prejudice, discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

## **6. Safeguarding and Child Protection**

Effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. The school Safeguarding and Child Protection procedures will be followed.

## **7. References**

Certain points discussed in this policy may be investigated in greater detail through referring to the following policies and documents listed below:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Framework for Mental Health and Wellbeing
- PSHCE Overview
- The PSHE Education Association Programme of Study
- Education for a Connected World (DfE, 2018)