

**Early Years Assessment Centre**  
Eastmoor Road  
Eastmoor  
WF1 3SQ

**Forest Wood Centre**  
Painthorpe Lane  
Crigglistone  
WF4 3HW

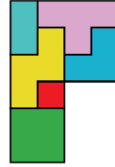
**Pinderfields  
Hospital PRU**  
**01924 298351**

**Hospital tuition**  
Children's Ward  
Pinderfields Hospital  
Wakefield WF1 4DG  
01924 541947

**Limes Centre**  
Long Causeway  
Stanley  
WF3 4JB

**Spinney Centre**  
Common Road  
South Kirkby  
WF9 3EA

**Thornes Centre**  
Lawfield Lane  
Wakefield  
WF2 8ST



**Woodlands Centre**  
College Grove  
Castleford  
WF10 5NS

**Wrenthorpe Centre**  
Imperial Avenue  
Wrenthorpe  
WF2 0LW

## **Relationships and Sex Education Policy**

### **2025-26**

Chair of Management Committee  
Signed

#### **MISSION STATEMENT**

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision



**OFSTED 2023 Overall Judgement = GOOD**  
Leadership & Management = Outstanding  
Behaviour & Safety of Pupils = Outstanding  
Achievement of Pupils = Good  
Quality of Teaching = Good

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## Vision & Objectives

### Vision

At Pinderfields Hospital Pupil Referral Unit we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Pinderfields Hospital PRU is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. We are committed to the important role that RSE plays in pupils' holistic education and we aim to build on our pupils' previous learning. The theme of consent underpins all of our RSE workshops and modules.

### Objectives

Our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
  - Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
  - Reinforce the importance of **loving relationships**, rooted in **mutual respect**
  - To represent all types of families
  - To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
  - Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
  - Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
  - Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
  - Prepare pupils for the journey from **adolescence to adulthood**
  - Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
  - Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
  - Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
  - Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
  - Develop pupils' understanding of the dangers of pornographic material

Please see **Appendix 2 for Early Years Assessment Centre, Forest Wood, Limes, Woodlands and Thornes.**

## 1. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix 1 for further information on curriculum content.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education_2.pdf)

## 2. Course Content

Our RSE curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*- See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

**Please see Appendix 2 for Early Years Assessment Centre and Forest Wood**

## 3. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and

objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

#### **4. Organisation and Delivery**

1. Relationships & Sex Education is taught in whole school PHSE lessons.
2. All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities. Students who have missed lessons will be given the opportunity to catch up on topics they may have missed.
3. Where necessary, pupils will receive a differentiated RSE programme
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

#### **5. Working with Parents**

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters
2. Parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents who are considering withdrawing their child from RSE should, in the first instance, contact the Head Teacher who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Head teacher.

#### **6. Confidentiality**

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

#### **7. The Role of Health Professions in the Delivery of Relationships and Sex Education**

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

## **8. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

## **9. Linked Policies**

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

## Appendix 1: RSE Programme of Study at Pinderfields Hospital PRU

RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Curriculum	Content covered from the 2020 statutory guidance
Respectful relationships	<ul style="list-style-type: none"> <li>Healthy friendships</li> </ul>	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
Family Being safe Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>Developing to Adulthood (puberty, love, consent and family life)</li> </ul>	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Respectful relationships Being safe	<ul style="list-style-type: none"> <li>Sexual orientation and gender identity</li> </ul>	<ul style="list-style-type: none"> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>Consent; how to give, withdraw, ask for and recognise consent</li> <li>Forming, loving lasting relationships</li> </ul>	<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>
Being safe, Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>Making healthy relationship choices and delaying sexual activity</li> <li>Sexual activity and staying safe</li> <li>Contraception</li> <li>Sexually transmitted infections</li> </ul>	<ul style="list-style-type: none"> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Unplanned pregnancy: options and how to access support</li> </ul>	<ul style="list-style-type: none"> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p>Family, Respectful relationships, Online and media, Being safe, Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• Different types of committed relationships</li> <li>• Conception and different ways to start a family</li> <li>• How you know when you're ready to become a parent</li> </ul>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> </ul>

## Appendix 2

### Early Years Assessment Centre, Forest Wood, The Limes, Thornes and Woodlands

Objectives to include

- Teach the fundamental characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.
- Understand what a relationship is, what friendship is, what family means and who can support us.
- Develop the ability to treat each other with kindness, consideration and respect, be honest, take turns, seek permission when needed.
- Understands about personal space, boundaries, safe and unsafe physical contact.
- Teach about families in a sensitive and well-judged manner based on knowledge of pupils and their circumstances.
- The ability to form strong and positive relationships with others based on character traits and positive personal attributes.
- Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

As appropriate due to the children's age, complex needs and cognitive abilities;

- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.
- Online safety, with regard to relationships and sharing information online.

RSE curriculum will be covered through topic work, continuous provision and 'play'.

## **Risk Assessment for Peer-on-Peer Sexual Abuse/ Harmful Sexual Behaviour Process and Risk Assessment**

The terms victim and alleged perpetrator are used to identify the children involved. NB: there should be no assumption of guilt on the part of the alleged perpetrator, pending investigation.

Each section/question will be considered from the perspective of both pupils. Considerations will be given for the impact on, and needs of, the wider school community. All concerns and proposed actions will be recorded.

The PRU will work with the local multi-agency safeguarding teams in each local authority and other agencies as necessary when completing this risk assessment. This document should be reviewed frequently to ensure it is fit for purpose.

\*A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as “criminal acts: rape, assault by penetration and sexual assault”

\*This risk assessment should be completed with reference to Keeping Children Safe In Education, DFE Sexual Violence and Sexual Harassment in schools and colleges and the local policies on the intranet and publish on our internet sites

KCSIE

extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\_children\_safe\_in\_education\_2024.pdf

CONSIDERATIONS	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What was the nature of the incident?				
Was it a crime?				
Were the people involved from the same school?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?				
Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				

CONSIDERATIONS	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
Do they share break times?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

**Further action taken by the school or college:**

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		