

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION



PILGRIM
PATHWAYS
SCHOOL

Approved by:	Management Committee	Date Approved:	January 2023
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Policy Lead:	Nadine Gooding-Hébert	Ownership:	Management Committee

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1. Vision:

To provide an outstanding educational provision that supports the individual needs of all our pupils, offering rich learning experiences with therapeutic care to ensure the best outcomes for all. To enable all our pupils to flourish and grow in all aspects of their development, so that they are all equipped with the competencies and confidence to engage fully and enjoy life.

Relationship and Sex Education (RSE) and Health is lifelong learning about physical, sexual, moral and emotional development. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It is about understanding the importance of stable and loving relationships (including on and offline), and respect, love and care for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. It involves a combination of sharing information, and exploring issues and values, and is not about the promotion of sexual activity.

RSE in KS3 and KS4 should provide a clear progression from what is taught in primary school in KS1 and KS2 where the prime focus is Relationships and Health Education.

2. Rationale:

To provide an outstanding educational provision that supports the individual needs of all our pupils, offering rich learning experiences with therapeutic care to ensure the best outcomes for all. To enable all our pupils to flourish and grow in all aspects of their development, so that they are all equipped with the competencies and confidence to engage fully and enjoy life.

The Department for Education has stated that RSE needs to be compulsory in all secondary schools from 1 September 2020. Due to our young people being in a hospital setting, and having specific vulnerabilities and needs, the Pilgrim Pathways School has an RSE

programme for Primary and Secondary young people which is highly individualised and bespoke to the children and young people on our wards. Depending on the young people's needs, aspects of the RSE curriculum are co-developed and co-delivered between the school and the clinical teams on the wards. Where clinical need dictates, RSE interventions are fully imbedded in the ward programs and all pupils are expected to engage fully when discussing issues related to RSE, and to treat others with respect and sensitivity at all times. These sessions provide our young people with the time required to openly discuss the difficult topics within the curriculum, and in a broader extra-curricular context on the wards.

3. Context and approach:

Our school operates in different hospital settings, with the young people inpatients in these hospital settings. Depending on the hospital setting, our students' attendance in our school can be transient, and vary in length of admission from a few weeks to a school year or longer. This impacts on the approach we need to take to ensure that the young people access an RSE offer which is highly individualised and reflective of their needs and experiences.

Working with the clinical teams:

All the young people who attend our school setting have a range of complex mental and physical health needs. In addition, many of our young people have experienced significant complex trauma, including sexual abuse. This means that RSE needs to be delivered to these young people in an especially sensitive and bespoke way. Our RSE offer, the format of our sessions and what is covered take into account their individual needs and experiences, and is co-planned and delivered where appropriate with or by clinical colleagues. Sessions are usually delivered in very small groups or one to one sessions. We follow the same themes as mainstream education groups, but at a pace and a level suitable for the young people we are working with. An emphasis is placed on respect, consent and quality of relationships.

Working with home schools:

To meet the individual needs of our pupils, our teaching staff contact home-schools to ensure we follow the home-school RSE programme as far as is possible. Home-schools will also have an opportunity to identify areas they feel their pupil needs targeted support, for example, in raising awareness about managing peer pressure and consent.

4. Delivery model in the context of our educational setting in our physical health hospital unit (Addenbrooke's Learning and Education Centre):

Our education provision provides opportunities for an ever-changing group of pupils in Addenbrooke's Hospital to have access to the Values-based PSHE Curriculum. As different schools deliver PSHE in different ways such as through full days with a collapsed timetable, we ensure that we specifically ask the home school whether a young person will be missing a session or day on a particular theme due to the young person being in hospital.

If this is the case then we will ensure this material is covered in one of our sessions at a level and detail that is appropriate to the student. If this does not apply, and the home school does not have any planned sessions for the young person at the time they are in hospital, then we follow a 'health promoting school' model. This model involves working with our clinical colleagues as appropriate including, but not limited to:

- Dieticians,
- Occupational therapists,
- Physiotherapists,
- Play specialists,
- Psychologists and Psychiatrists, - Music and Art therapists, and - Nursing teams.

Under this approach we believe that RSE should not be planned in isolation and that it is most effective when links are made with other relevant subjects to ensure consistency and continuity for pupils. Aspects of sex education are also addressed through our science curriculum.

5. Delivery model in the context of our educational settings on our mental health hospital units (Croft, Darwin and Phoenix):

The RSE curriculum will be delivered to each young person based on their individual needs, journey and in a way that is most clinically appropriate, taking into account the hospital setting to which they are admitted and the reason for their admission.

The Pilgrims Pathways School communicates regularly and intensively with the young people's clinical teams. We work in partnership with clinical teams, and take a holistic approach to the joint education and clinical care of the young person in our care. This includes co-planning RSE delivery to ensure that the RSE curriculum is covered in an appropriate, relevant and meaningful way, in line with official Department for Education guidance. Aspects of RSE is delivered by both the Pilgrim Pathways School and the clinical teams, as appropriate.

As such, the clinical teams cover aspects of the RSE curriculum in a number of settings:

- Therapeutic groups and interventions,
- Medical groups and interventions,
- Individual time or individual therapy, - Dietician appointments, - Occupational Therapy.

Where aspects of the RSE curriculum are delivered by the clinical teams, the Pilgrim Pathways School will not have oversight of the quality of the offer or the specific content of these sessions. However, the Pilgrim Pathways School:

- Has overall oversight of the RSE curriculum,
- Is jointly responsible with the clinical teams for ensuring that appropriate and relevant aspects of the curriculum are delivered on an individual basis to young people, and
- Is responsible for the quality of the provision in sessions delivered by the school team.

6. Roles in the four different hospital units:

Pilgrims Pathways School	Name	Clinical team	Name
Overall RSE lead:	Nadine GoodingHébert	N/A	N/A
RSE Lead for Addenbrooke's Learning and Educational Centre (ALEC):	Emma Chandler	RSE Clinical lead for ALEC	N/A due to the broad range of physical needs and the
			Range of professionals potentially involved in care.
RSE Lead for Croft:	Nadine GoodingHébert	RSE Clinical lead for Croft:	June Everitt: CNS Karen Hogan: OT
RSE Lead for Darwin:	John Underwood	RSE Clinical lead for Darwin:	Ali Williams: B6 Nurse Laura Powell: OT
RSE Lead for Phoenix:	Shauna De Wolf	RSE Clinical lead for Phoenix:	Emma Morgan: OT

7. Consultation with stakeholders:

Due to the nature and varying length of our young people's admission, we follow a dynamic consultation process with relevant stakeholders. These consultation processes include:

- Individual communication and consultations with parents or carers,
- Consultations with clinical teams (particularly when these are acting in locus parentis),
- A clear schedule of RSE sessions on a rolling program to ensure that as many relevant aspects of the RSE curriculum are covered for as many young people as possible,
- Feedback from children and young people which will be sought, as appropriate, following the delivery of aspects of the RSE curriculum.

8. Review and Evaluation:

The Management Committee is responsible for monitoring the RSE policy and give due consideration to any comments or queries raised by parents/carers. The headteacher is to keep a written record of any comments. The policy is to be reviewed every two years, or earlier as the statutory guidance on RSE is published.

9. Curriculum map:

The Pilgrim Pathways School RSE Curriculum Overview for KS1-KS4 can be found here: [Insert weblink to overview on school website.](#)

10. Linked policies:

Social, Moral, cultural & Spiritual Policy:

<https://pilgrim.cambs.sch.uk/client/pru/content/files/037-social-moral-cultural-spiritualpolicy-british-values.pdf> Curriculum Policy:

<https://pilgrim.cambs.sch.uk/client/pru/content/files/027-curriculum-policy.pdf> SEND

Policy: <https://pilgrim.cambs.sch.uk/client/pru/content/files/022-send-information-reportpolicy.pdf>