



What I learn today, prepares me for tomorrow.

Relationships and Sex Education

Policy

| Policy Location: | Written: | Review Due: | Person Responsible: |
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| Staff Share -> Policy Library | September 2023 | September 2024 | Mark Phillips, Headteacher All staff |

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Definition

This policy covers our school's approach to Relationships and Sex Education (RSE).

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.

RSE involves a combination of sharing information and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

Rationale and Ethos

Barndale House School provides education for pupils aged from 4 to 19, all of whom have an EHCP. Our school's primary aims are to prepare all pupils for their future and to support them to develop an understanding of their personal rights and responsibilities. Our pupils have varying levels of ability and many experience difficulties around understanding the feelings, risks and responsibilities associated with managing social relationships and sexual identity. We believe it is the school's obligation to ensure that all pupils are supported in a sensitive and personalised manner to develop an understanding of their own their individual sexuality and appropriate sexual behaviour. We view the delivery of a quality and relevant RSE programme as an entitlement for all and an effective means of safeguarding pupils as they develop the skills and understanding required to manage their lives in a safe, responsible and healthy manner.

Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents/carers.

The consultation and policy development process involved the following steps:

1. Review - the SLT collated all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to view and discuss the policy and to make recommendations.
3. Parent/Carers/Stakeholder consultation – parents and any interested parties were invited to discuss the policy with the SLT.
4. Pupil consultation – we investigated what pupils feel is important and what they wanted to include via the School Council
5. Ratification – once amendments were made the policy was shared with the governors and ratified.

Aims and Outcomes

The aims of RSE at our school are to:

- Prepare pupils for all aspects of adult life
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place

The intended outcomes of our RSE programme are that pupils will:

- Know and understand the emotional, social and physical aspects related to growing up, relationships, sexual development and sexual health and hygiene.
- Learn how to manage feelings and emotions and recognise emotions in others.
- Understand they have a right to information about their bodies and their health and how to access this.
- Develop an awareness of personal safety and strategies to protect themselves from unwanted and /or unprotected sexual involvement with others.
- Understand how to safeguard themselves when working online.

- Understand they have a responsibility to respect and learn about the wide spectrum of relationships, diverse families and health choices they and those around them will make.
- Understand how to build successful and meaningful relationships with their families, peers and other people around them.
- Develop the skills of communication, respect and empathy
- Understand how and when to ask for help and know where to access support.

We will ensure that our RSE programme fosters and promotes gender and LGBTQ+ equality. We will include different relationship models and provide regular opportunities across the whole curriculum to talk about and explore the pupils' experiences of LGBTQ+ ideologies and issues.

Roles and Responsibilities

The Governing Body will approve the RSE policy and hold the Head-teacher to account for its implementation.

The Head-teacher, Mr Mark Phillips, and the Deputy Head-teacher, Mrs Helen Hemsley, will be responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from components of the curriculum programme.

The curriculum content will be taught by class teachers, supported by teaching assistants in all classes across the whole school. School staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE.

Teaching and support staff have or will receive SEND specific RSE training to support pupils to receive the RSE education that is right for them. 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-teacher.

Delivery of the RSE curriculum programme and staff training will be supported by the School Nurse and other relevant agencies and members of our multi-professional intervention team. Pupils are expected to engage fully in RSE and, when 'discussing' issues related to RSE, treat others with respect and sensitivity.

Legislation (statutory regulations and guidance)

Department for Education statutory guidance issued under Section 34 of the Children and Social Work Act 2017 makes it a requirement for all schools with primary aged pupils to provide relationships education. We are not required to provide sex education to primary aged pupils but we do need to teach the elements of sexual development and education contained in the science curriculum.

Department of Education statutory guidance makes it a requirement for all schools with secondary aged pupils to provide Relationships and Sex Education and Health Education.

In teaching RSE we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Documents that inform our school's policy include:

- Education Act (1996)

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2018)
- Children and Social Work Act (2017)
- Northumberland Children and Young People’s Plan (2019-2022)

This RSE policy is also aligned to the following school policies:

- PSHE Policy
- Child Protection Policy
- Safeguarding Policy
- Equal Opportunities Policy

Curriculum Design

Our RSE curriculum is an integral part of our whole school PSHE provision. In preparing this policy and our RSE offer we have been guided by the PSHE Association’s SEND Framework, which has mapped the SEN and disability code of practice to the PSHE Programme of Study and identifies the following broad areas:

1. Self-awareness
2. Self-care, support and safety
3. Managing Feelings
4. Changing and Growing
5. Healthy lifestyles
6. The world I live in

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children have a different structure of support around them.

Learning about Relationships and Sex Education in PSHE lessons will link to and complement learning across the curriculum as well as corresponding to the pupil’s personal targets, EHCPs and ILPs.

Our RSE programme will follow statutory national guidance and will be delivered through timetabled lessons in each class group. We will ensure RSE topics and resources are inclusive, accessible and matched to need by using the specialisms of trained staff to help tailor and modify aspects of the curriculum to meet the needs of all pupils across all phases where appropriate.

Programme content in each phase of the school will be organised so that it is appropriate to pupil age, individual ability and level of understanding. Topics and themes may be repeated or adapted from year to year in greater depth to take into account the pupils’ changing needs and development.

Where the need has been identified, provision will be made for one to one or small group teaching where appropriate. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online. Our RSE programme will be taught through a range of teaching methods and activities including workshops, discussions, debates, assemblies and drama. High quality resources such as cloth

models, DVDs, specialist books and symbol vocabulary banks will support our RSE provision and will be regularly reviewed to ensure that they remain relevant , inclusive , and accessible . Teaching will be underpinned by opportunities for the development of communication, social, independence and life skills, whilst giving pupils time to explore and clarify their own positive values and attitudes.

Assessment in RSHE will take the approach that learning needs to be regularly revisited and reinforced in both the school and home to consolidate and secure the strong messages about being safe, staying healthy and moving towards adulthood and independence.

An overview of the learning in each stage or class can be found in the curriculum map for PSHE. (See Appendix A)

Safe and Effective Practice

We will ensure a safe learning environment by ensuring that children have every opportunity to have questions, concerns and issues addressed.

We will respond to children’s curiosity, and provide safe learning opportunities.

The school will also source / provide appropriate training and guidance for parents and carers when we learn of RSE related learning needs that we have not yet been addressed through our curriculum.

All staff teaching RSHE will be supported by regular, quality assured input from specialist and professional experts in their field, for example, The Sex Education Forum, PSHE Association or School Nursing Service.

Safeguarding

Teachers and support staff are aware that 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 and always follow the school’s safeguarding protocol.

Visitors and external agencies which support the delivery of RSE will be required to apply the same sensitive, contextualised approach as our staff.

Engaging Stakeholders

Parents and carers will be informed about the policy through parent email, engagement events and meetings.

The policy will be available to parents and carers through the school web site.

We are committed to working with parents and carers by offering information events, workshops and 1:1 support to address the targets within the child’s own EHCP if and when required.

We work closely with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners.

Parents and carers have the right to request that their child be withdrawn from some or all of Sex Education (but not Relationships or Health Education) delivered as part of statutory RSE. This does not include elements of sex education (for example reproductive and biological aspects) that are within the science curriculum. A request to withdraw a child from lessons should be made in writing to the Head-teacher. Upon receipt of this request a discussion between the parents or carers, the Head-teacher and the pupil (where appropriate) will be arranged to discuss and clarify the nature and purpose of the curriculum. If a parent/carer still requests that their child be removed from sex education, we will respect their wish. All of our pupils have the right to request that any RSE learning they have missed because of such a request be delivered to them 3 terms before their 16th birthday.

Governors will be informed of the RSE policy and curriculum through governor curriculum visits. Pupil voice will be used to review and tailor our RSE programme to reflect the needs of pupils.

Monitoring, reporting and evaluation

The delivery of RSE is monitored by:

Headteacher

Deputy Headteacher

PSHE Curriculum Lead

PSHE Governor

We would do this through lesson observations, learning walks, work scrutiny and discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Pupil voice will be influential in adapting and amending planned learning activities, and we have a broad range of strategies for capturing this, dependent upon the specific needs of the children.

RSE policy review date

This policy will be reviewed annually

This policy should ensure that the school meets the new statutory requirements and offers all of our pupils their entitlement to a curriculum that prepares them for adulthood.

Appendix 1

| | Autumn A Self-Awareness | Autumn B Care, Support and Safety | Spring A Managing Feelings | Spring B Changing and Growing | Summer A Healthy Lifestyles | Summer B The World I live In |
|-----------|---|--|---|--|--|--|
| Ladybirds | Sense of self | People and communities | Understanding emotions | Animals and their young | Health and self-care | The World around me |
| Bee | Things we are good at Kind and unkind behaviours | Keeping safe Care of ourselves | Identifying and expressing feelings Strong feelings | Baby to adult Dealing with touch | Healthy eating Keeping well | Respecting differences between people Jobs people do |
| Hedgehogs | Playing and working together Getting on with others | Trust Accidents and risks | Feeling frightened / feeling worried Self-regulation - managing feelings | Puberty Different types of relationship | Taking care of physical health Medicinal drugs | Care of the environment Rules and law |
| Squirrels | People who are special to us Personal strengths | Public and private Managing pressure | Self -esteem and unkind comments Expectations of relationships | Healthy and unhealthy relationships Friendships | Healthy lifestyles Mental wellbeing | Belonging to a community Money / managing finances |
| Foxes | Skills for learning Prejudice and discrimination | Feeling unwell Gambling | Romantic feelings and sexual attraction Abuse Expectations of relationships | Intimate relationship, consent and contraception Long term relationships / parenthood | Body image Drugs , alcohol and tobacco. | Preparing for adulthood Rights and responsibilities |
| Badgers | Self-efficacy-building for the future Managing change and transition | Media literacy and digital resilience Managing risk and personal safety | Relationship values Communication in relationships | Forming and maintaining respectful relationships Self-concept | Sexual Health Exploring influence | Financial Choices- Income and expenditure Sources of support and guidance |
| Deer | PSD Programme & ASDAN- Living an adult life | PSD Programme & ASDAN- Sexual Relationships | PSD Programme & ASDAN- Puberty | PSD Programme & ASDAN- Pregnancy | PSD Programme & ASDAN- Exploring Relationships and sexuality | PSD Programme & ASDAN- Sexting- understanding the risks |

