

# **Draft Relationship and Sex Education (RSE) Policy**

## **Greenside School**

***FOR CONSULATION WITH PARENTS AND CARERS***

***Parents and carers are encouraged to read this draft and feedback your comments to the school by 3.00 on 22nd February to [communication@greenside.herts.sch.uk](mailto:communication@greenside.herts.sch.uk)***

***We are also holding a consultation meeting (via MSTeams) on 23rd February at 11.00. Please email the school to book your place.***

***We look forward to hearing your views. If you have any questions, please call Dave Victor 01438 315356***

## Contents

1. Introduction & Statutory Requirements.....	2
2. Aims .....	3
3. Delivery of the Curriculum .....	3
4. Staffing and Resources .....	5
5. Cross Curricular.....	5
6. Assessment, Monitoring & Evaluation .....	6
7. Right of Withdrawal of Learners from Sex and Relationship Education.....	6
8. Confidentiality, Controversial and Sensitive issues .....	6
9. Policy Development & Consultation .....	6
10. Review procedures .....	7

.....

# 1. Introduction & Statutory Requirements

This policy has been updated in response to 'Relationships and Sex Education (RSE) and Health Education' Statutory Guidance (DfE 2020).

As a maintained all-age, special school, we are required to teach relationships education to all primary-aged learners as per section 34 of the Children and Social work act 2017. We are not required to provide sex education for these learners, but we are required to teach the elements of sex education contained in the Science Curriculum. For secondary-aged learners, we must provide Relationships and Sex Education (RSE) as per the Children and Social work act 2017.

When teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care and for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Schools do not seek to provide this in isolation and we seek to work with parents and carers to ensure that the teaching of RSE reflects their expectations and complements learning at home.

At Greenside, the majority of our learners are working at a level where RSE is about building positive relationships with others, forming friendships, understanding the differences between one another and recognising that we all grow.

## 2. Aims

The aims of relationships and sex education (RSE) at Greenside School are to:

- Provide a framework which enables learners to develop the skills they need to enjoy caring and respectful relationships and friendships and to keep themselves safe.
- Prepare learners for changes to their bodies, including puberty, and give them an understanding of sexual development, as appropriate to their level of understanding.
- Enable learners to develop an understanding of the importance of health and hygiene and learn self-care skills as appropriate.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Support learners to use the correct vocabulary to describe themselves and their bodies

The Greenside SRE Policy reflects the shared values, aims and practices of the school. These are expressed in our mission statement: 'Learning Achieving Together'. This statement encapsulates the belief in a collaborative, supportive community where all members learn and develop together, within a culture that reflects positive attitudes and beliefs, and which ensures that everyone is treated with respect and dignity.

### 3. Delivery of the Curriculum

The school's 'My' curriculum teaches the building blocks for RSE and where appropriate differentiated schemes of work are followed to ensure the following:

- Relationship education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- All learners receive their entitlement to RSE.
- Every learner is encouraged to contribute to our community and is supported as an individual as they grow and learn.
- RSE is set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes a variety of types of family structure, and acceptance of different approaches.
- Learners and teachers are encouraged to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- A culture is generated where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- It is recognised that parents are the key people in teaching their children about sex, relationships and growing up. We work in partnership with parents, carers and learners, consulting them about the content of programmes.
- It is recognised that the wider community have much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors and advisers.
- Delivery and content are based on individual needs as opposed to age phases to ensure that we are responding to learners' needs as appropriate, tailoring teaching and learning opportunities which are reflective of emotional and physical developmental needs.

RSE lessons are embedded within classroom themes and often taught (sometimes discretely) through the 'My body' and 'My Wellbeing' strands of our curriculum.

**Our RSE programme is highly personalised. Many of our learners would not receive traditional Sex Education as they are working at developmental levels significantly behind their mainstream peers.**

For many of our learners, our RSE programme starts with the basic building blocks of recognising male and female, understanding private and not private areas and building an understanding of relationships and friendships. These are all the key building blocks needed before a formal RSE programme is followed.

All learners are taught aspects of the following topics, at a level that is appropriate for each learner's stage of development, through the four areas of our Curriculum:

- Families and people who care for us
- Care, respect and friendship
- Keeping safe
- Online safety
- Wellbeing
- Health and fitness
- Healthy eating
- Changing bodies

For learners of secondary age that are able to access the concepts, the following formal aspects of Relationships, Sex & Health Education will be taught, some in part, depending on individual needs:

- Developing positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Gaining an understanding of safe and appropriate times to masturbate.
- Understanding the consequences of their actions and behaving responsibly within sexual and pastoral relationships.
- Avoiding being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicating effectively by developing appropriate terminology for body parts, sex and relationship issues.
- Developing awareness of their sexuality and understanding human sexuality; challenging sexism and prejudice, and promoting equality and diversity
- Understanding the reasons for having protected sex.
- Having sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted misconceptions, pregnancy and sexually transmitted infections, including HIV.
- Being aware of sources of help and acquiring the skills and confidence to access confidential health advice, support and treatment if necessary
- Knowing how the law applies to sexual relationships.
- Understanding the facts about legal and illegal drugs, alcohol and tobacco and their associated risks.

To meet the needs of all pupils with Autistic Spectrum Conditions, Severe Learning Difficulties and Profound and Moderate Learning Difficulties, modes of delivery will include:

- Visual presentation
- Modelling
- Pictorial presentation
- A range of communication media – signs, symbols and augmentative aids.
- Auditory presentation
- Multi-sensory experiences
- Investigation
- Exploratory play
- Didactic approach

Parents will be informed if any of the formal elements of Relationships and Sex Education described above are being taught. A letter will be sent to parents and carers by the class lead prior to beginning to teach any of these formal elements.

## **4. Staffing and Resources**

The governing body will:

- Seek the advice of the head teacher on this policy, ensure it is updated regularly and make it available to parents.
- Ensure that RSE is provided in a way that is personalised for each individual learner's needs.

The Head Teacher will ensure that:

- The governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school.
- Ensure that RSE is provided in a way that is personalised for the individual learner's needs.
- Learners are protected from inappropriate materials.
- A scheme of work is agreed and implemented across the school.
- Parents are informed about the programme for RSE including when any of the formal parts outlined above are taught to a learner in the school.

School Staff are expected to teach RSE. They are expected to:

- Provide RSE in accordance with this policy and implement any agreed schemes of work.
- Participate in training to provide RSE in line with the school curriculum policy

## **5. Cross Curricular**

Relationship and Sex education forms an integral part of our curriculum and relates to child protection and supports safeguarding processes.

## **6. Assessment, Monitoring & Evaluation**

Many learners Education Health and Care Plan outcomes relate to RSE curriculum areas. These are tracked closely (as described in our Assessment Policy). RSE outcomes are also monitored through use of the Autism Education Trust (AET) Progression Framework, Routes for Learning, RARPA and PIVATS frameworks.

The delivery of RSE is monitored by the PSHE Leads through:

- Planning
- Learning walks
- Assessment systems (see above)
- Learner Progress Meetings
- The Evidence for Learning App

## **7. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for these aspects of this element of education. They have the right to withdraw their children from sex education that is part of RSE up until the third term before their 16<sup>th</sup> birthday, except for those parts included in the statutory National Curriculum (i.e., in science lessons). Alternative arrangements will be made in such cases. Parents are encouraged to discuss any concerns with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses. Requests to withdraw a learner from this aspect of the curriculum should be made in writing to the Head Teacher.

## **8. Confidentiality, Controversial and Sensitive Issues**

Teachers and adults in the school are to follow safeguarding procedures outlined in our Child Protection Policy at all times.

In a case where a teacher learns from a student under 16 years old that they are having or contemplating sexual intercourse:

- Child protection issues will be considered, and referred if necessary, to the Lead DSP under the school's procedures.
- The young person will be sensitively counselled about contraception, including precise information about where young people can access contraception and advice services.

## **9. Policy Development & Consultation**

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a working group researched and presented all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent consultation – the draft policy was shared with parents and they were invited to provide feedback and suggestions
4. Ratification – once any amendments were made; the policy was shared with governors and ratified

## **10. Review Procedures**

The policy is to be reviewed on a 3 yearly review cycle (due October 2023) by PSHE (RSE) leads.