



Relationship and Sex Education (RSE) Policy

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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 do need 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.

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](#).

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

At Greenside, the majority of our cohort works 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 friendships and relationships and 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.
- Teach learners 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 that the following occurs:

- Relationship education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- All young people receive their entitlement to RSE
- Every student 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. Family is a broad concept; not just one model, e.g. nuclear family. 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 aim to work in partnership with parents and learners, consulting them about the content of programmes.
- It is recognised that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or 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 through the 'My body' and 'My Wellbeing' strands of the 'My' curriculum approach.

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 mainstream expectations.

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 friendships. These are all 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 the 'My Curriculum' approach:

- 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 understand, 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 behave 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 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 conceptions 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 autism, SLD and PMLD, 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 are to be informed if any of the formal Relationships and Sex Education described above are being taught. This would be through a letter home sent by the class lead prior to teaching this formal element.

4. Staffing and Resources

The governing body will:

- Seek the advice of the head teacher on this policy, keep it up updated 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 each individual learner's needs.
- Pupils are protected from inappropriate materials.
- A scheme of work is agreed and implemented.
- Parents are informed about the programme for RSE, if 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 'My' curriculum and relates to child protection.

6. Assessment, Monitoring & Evaluation

Many learners EHCP 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:

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

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

Some parents prefer to take the responsibility for 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 16th birthday, except for those parts included in the statutory National Curriculum (i.e. in science lessons). We would make alternative arrangements 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 properly 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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at 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 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 leads.

