



## **Relationships and Sex Education Policy**

(based on the PSHE Association SEN Planning Framework 2020 and the Pre-Formal EQUALS Curriculum)

### **1. School information**

Date of Policy: September 2021

Member of Staff Responsible: Mehreen Begg

Reviewed by Curriculum Faculty of Personal and Emotional Development: Summer 2021

Member of Governing Body with Designated Responsibility: Kat Shields

Agreed by Governors on: December 2021

Review Date: September 2024

### **2. The purpose of the policy**

**The purpose of a whole school Relationships and Sex Education policy is to:**

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.
- Describe our approaches to Sexual Harassment.

#### **RSE**

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal and emotional development in our children and young people, we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

#### **Definitions:**

**Relationships Education at Key Stage 1 and 2** is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**Relationships and Health education at Key Stage 1 and 2** is tailored to the age and the physical, emotional and developmental maturity of the learners. Subject content may include the main external body parts, the human body as it grows from birth to old age (including puberty). Reproduction in plants, animals and humans is covered in the science curriculum line with the Science National Curriculum. The school's detailed curriculum documents, based on the PSHE Association SEN Planning Framework 2020 and the Pre-Formal EQUALS Curriculum, details the developmental stage when this information is covered.

**Relationships and Sex education at Key Stage 3,4 and 5** builds on the foundation of Relationships Education in Key Stage 1 and 2 and, as learners develop, at the appropriate time may extend teaching to include intimate relationships alongside continued teaching about family relationships, friendships and other kinds of relationships. Again, the school's detailed curriculum documents, based on the PSHE Association SEN Programme of study and the Pre-Formal EQUALS curriculum, details the developmental stage when this information is covered.

#### **Statutory Requirements:**

The school follows DfE guidance that the teaching of RSE should be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

#### **Learners in Key Stage One and Two:**

As a maintained special school we must provide relationships education to all Key Stage one and two learners as per section 34 of 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](#).

While we are not required to provide sex education for KS1 and KS2 learners, where it is developmentally appropriate to do so, we do teach the elements of sex education contained in the science curriculum for our learners. This is developmentally appropriate according to the needs of each learner.

#### **Learners in Key Stage Three, Four and Five:**

As a maintained special school we must provide RSE to all KS3, 4 and 5 learners 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.

At St Giles School we teach RSE as set out in this policy.

### **3. Aims and objectives**

The aim of Relationships, Health and Sex Education is to equip children and young people with information, skills and values to have safe, fulfilling and enjoyable relationships, and, where possible, to take responsibility for their sexual health and wellbeing.

### **4. Delivery of Relationships and Health Education (Primary) and Relationships and Sex Education (Secondary)**

The Relationships and Health Education (Primary) and Relationships and Sex Education (Secondary) Curriculum is embedded in the Personal, Social and Health Education Curriculum. It is based upon the PSHE Association SEN Curriculum 2020 and the Pre-Formal EQUALS curriculum.

Learners at St Giles have a very wide range of abilities and disabilities and the curriculum is therefore organized into 3 phases:

- **Pre-Formal**

This phase acknowledges that learning for learner with Profound and Multiple Learning Disabilities is best done holistically rather than as a series of separate skills and subject areas. All the parts of the curriculum are interconnected and much of it is personalised.

- **Semi-Formal**

This phase develops the understanding, language, communication skills and strategies of learners with severe learning difficulties to support them to develop and maintain positive relationships with others and exercise personal autonomy wherever possible.

- **Formal**

This phase develops the understanding, language, communication skills and strategies of learners with moderate learning difficulties to support them to develop and maintain positive relationships with others and exercise personal autonomy.

In each phase the Relationships and Health Education (Primary) and Relationships and Sex Education (Secondary) curriculum is organised into progressive stages based upon the school's Personal, Social and Emotional Development assessment system. It is intended to be used as a spiral curriculum with topics revisited by learners throughout their time at St Giles and new skills and ideas introduced that clearly relate to previous learning.

Relationships and Health Education (Primary) and Relationships and Sex Education (Secondary) in the Pre-formal phase is delivered holistically and through established routines and personalised approaches rather than as a series of separate skills and subject areas.

The Semi-Formal and Formal curriculum take account of the chronological age of learners at St Giles. The Semi-Formal and Formal KS2 Relationships education focuses on supporting learners' understanding of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It includes information about puberty and related areas, such as the main external body parts, the human body as it grows from birth to old age and, where appropriate, an understanding of the human life cycle. It links to the Cognition and Challenge Curriculum Science content. The content is tailored to learners' understanding, physical and emotional maturity, to support them to prepare for the changes that adolescence brings.

The secondary Semi-Formal and Formal relationships and sex education focuses on supporting learners to develop healthy, nurturing relationships of all kinds. It therefore supports learners' awareness of healthy intimate relationships in a way that is appropriate to their understanding and physical and emotional maturity.

The Semi-Formal and Formal Relationships and Sex Education Curriculum is taught alongside and overlaps with the other PSHE '**Core Themes**' (Healthy Lifestyles and Living in the Wider World). It is taught in accordance with pupils' readiness and respects and takes account of pupils' prior learning and experiences.

Aspects of the Semi-Formal and Formal Curriculum may be taught through department core themes where appropriate, but will be taught discreetly where the themes do not lend themselves to the area to be covered.

The Semi-Formal and Formal Curriculum Relationships and Sex Education Policy and curriculum also includes aspects of British Values.

## **5. Subject Content of the Semi-Formal and Formal Curriculum Relationships and Sex Education**

### **KS1 and 2**

*Pupils should be taught about:*

1. Keeping Safe
2. Feeling Frightened / Worried
3. Trust / Dealing with Touch
4. Keeping safe online
5. Strong feelings
6. Different types of relationships

**With the addition of the following areas at KS2:**

1. Puberty KS2

**With the addition of the following at KS3 and 4 if appropriate:**

1. Long term relationships and parenthood

## 2. Intimate relationships and consent

### Assessment, recording and reporting

Staff will record evidence for each programme of study to show what each child can do, knows and understands. Evidence will include dated observations, annotated photos, examples of work and activity sheets.

A running record throughout KS1, 2 and 3 will be kept to show progress against the key areas key areas of PHSCE. At KS4 pupils will be assessed against national accreditation as appropriate.

## 7. Safeguarding and Child Protection

St Giles School acknowledges that 'Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers' (Department of Education, 2021) and that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE supports children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We acknowledge that it is important to talk with children and young people about Peer-on-peer sexual abuse and sexual harassment. The curriculum contains specific content on this. Peer on peer abuse is sexual abuse that happens between children of a similar age or stage of development. It can affect any age group (Department for Education (DfE), 2021a). Where it is developmentally appropriate to do so, RSE lessons will support pupils to learn about appropriate sexual behaviour, trust, consent, boundaries and responsibility. Again, in cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. The school's safeguarding policy has comprehensive information about policy and procedures for peer on peer abuse and sexual harassment.

We acknowledge some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the content in their planned lessons.

## 8. Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. Where a question is relevant and appropriate to the whole class, we will answer within the whole group. There may be the need to deal with a question outside of the class if it is not suitable for the entire class or if a pupil has particular learning needs.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of the pupils that could make either party vulnerable.

## 9. Involvement of parents, pupils and staff

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

1. Review – The PSHE Subject Leader and a working group reviewed relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and curriculum documents and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
4. Pupil consultation – where appropriate we will investigate what exactly pupils want from their Relationships and Sex Education
5. Ratification – once amendments were made, the policy will be shared with governors and ratified.

## **10. Training**

Staff are trained on the delivery of Relationships and Sex Education as part of the school's continuing professional development calendar. Training will cover sex education, unconscious bias, supporting children and young people who identify as lesbian, gay, bi, or trans (LGBT), Peer-on-peer abuse and sexual harassment.

Other professionals such as the school nurses or Drama-therapists will also be used as a source of support and training to staff teaching Relationships and Sex Education.

## **11. Parents' right to withdraw**

### **Learners in Key Stage One and Two:**

Parents cannot withdraw their children from relationships education. The science curriculum includes content on human development, including reproduction, which there is no right to withdraw from. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, however the school does not teach these components.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

### **Learners in Key Stage Three, Four and Five:**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by Mehreen Begg, the PSHE post-holder, through:

- planning scrutiny,
- learning walks / peer lesson observations

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

This policy will be reviewed by Mehreen Begg annually. At every review, the policy will be approved by Achievement and Standards Governing Committee.

## Appendix One - Parent form: withdrawal from sex education within RSE (Secondary)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes from discussions with parents and agreed actions taken.