

Relationship and Sex Education (RSE) Policy

Introduction

The purpose of teaching RSE at Newfield School is to embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE 2021) As pupils at Newfield all have learning disabilities we adopt a careful and considered approach to teaching the Sex Education element of our curriculum, with a focus on a bespoke approach, tailored to the needs and understanding of the individual learner. We ensure our teaching is *sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law*. (DfE 2021)

Consultation

This policy was written in consultation with the PSED lead, Governing Body and parents/carers.

Aims

Newfield School aims to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

The policy has the following aims:

- To provide the knowledge and information to which the pupils are entitled
- To raise pupil's self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities.
- To develop pupils' understanding of the importance of a healthier safer lifestyle.
- To develop pupils' understanding of pressure from peers and social media, and their ability to resist these.
- To provide a description of how RSE is delivered, monitored and evaluated in the school.
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support.

The RSE policy will be made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSE and will be reviewed every two years by senior leaders in consultation with the above representatives.

Objectives

RSE is delivered as part of the PSHE curriculum;

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes (DfE 2021)

A multi-agency approach that works in partnership with parents and carers is essential for ensuring pupils are safe. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Framework

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and other's rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Content

At Newfield School we use the PSHE Association's Planning Framework for Pupils with SEND to structure the delivery of our RSE with Core Theme 2 covering the relationships education for pupils at the Primary age phase

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing: Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

At secondary and Post 16 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and includes elements of Sex Education particular to the age and stage of the learners. There is a focus on equipping learners with the knowledge and skills they will need to enjoy successful and respectful adult relationships.

PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
CORE THEME 1: Health and Wellbeing	Self-concept	STRANDS	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
CORE THEME 2: Relationships	Positive relationships	STRANDS	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Learning skills	STRANDS	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Cross-curricular links and methodology

RSE is taught within the PSHE curriculum.

A range of teaching methods which involve pupil's full participation are used to teach RSE. These include use of small group work, the media, discussion, case studies, drama and role plays. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. Many aspects of RSE are delivered in mixed gender groups but there are occasions when single gender groups are more appropriate and relevant. The updated programme content will be agreed in consultation with governors, parents/carers, and teaching staff.

Body Awareness Sessions

Pupils are chosen to take part in small group, gender specific Body Awareness sessions. These are run by the school counsellor along with a healthcare assistant from the nursing team. The purpose of these sessions is to offer bespoke, stage appropriate learning about their own and others' bodies, appropriate feelings and behaviours and keeping safe. Parents are involved in the content of the sessions.

Working with other professionals

Visitors to school, such as health professionals and specialist community disability nurses, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the ethos of the school and in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Safeguarding

Staff will always work within school guidance and policy when teaching RSE. The school acknowledges that the curriculum content delivered to students must be individualised and take into account the students levels of understanding, cultural sensitivities and personal circumstances. Teachers and support staff will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Ground Rules

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may require involving their parent/carer, school health advisor/school nurse or community nurse to offer additional support.

Resources

Teaching and resources will be differentiated as appropriate to address the range of individual needs of the pupils to ensure they have full access to the content of RSE.

Monitoring and Evaluation

RSE monitoring is carried out through tracking individualised targets and via our internal assessment systems/ Individual Scheme of Work and parent/carer views are invited at parent consultation sessions.

Parents/Carers

The school will inform parents/carers when aspects of the RSE programme are taught (this may be in the home/school diary or by letter in some instances) and will provide opportunities for parents/ carers to view the videos and resources being used.

Parents will be informed of their legal right to withdraw their child from Sex Education (but not Relationships or Health) via the school prospectus. They will also receive a letter prior to the delivery of any Sex Education work/instruction. Any parent wishing to withdraw their child will be encouraged to make an appointment with a member of the senior leadership team to discuss the matter. Students cannot be withdrawn from any part of RSE which falls within Statutory National Curriculum Science. Any complaints about the content and delivery of RSE should be addressed to the headteacher (see Complaints Policy).

Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have an opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Child Protection/Safeguarding

Teachers and support staff need to be aware that effective RSE, which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection (see Child Protection and Safeguarding Policies). If staff are concerned about any issues raised or discussed, they should immediately inform the head teacher (Designated Senior Lead for safeguarding/child protection in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.