

## **Relationships and Sex Education Policy**

**Date:** May 2023

**Approved by:** Pupil and Curriculum Committee

**Review Period:** Annually

**Next review due:** Summer 24



### **Principals**

Relationship & Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of committed, stable and loving relationships, family life respect, love and care and keeping safe. Relationships and Sex education is taught as part of PSHE lessons. Aspects of sex education may also be covered within the national science curriculum.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching (DfE, 2000).

RSE provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

Springhallow School has a diverse range of age and needs among its pupils, including a broad ethnic population and these factors can present challenges in relation to RSE.

We believe that it would be unwise to ignore the issues in respect of PSHE, Citizenship and Sex Education that concern our pupils and parents, especially when most of the issues are an integral part of daily life both within and outside school.

Our pupils have the right to information about themselves and others. They have wishes and needs to make appropriate and responsible relationships and to develop assertion and safe keeping skills, with adults playing a crucial role in protecting them. Our pupils should also have opportunities to develop their awareness and understanding of the benefits of a healthy lifestyle.

*The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.*

*The 2019 Ofsted framework also states:*

*'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.*

### **Aim and objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Learning how to ask for help
- Understanding how their family may look different to others
- Be able to name parts of their body and describe how their bodies work
- Be prepared for puberty
- Understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe

Objectives are for secondary and Post 16 pupils to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively
- Be aware and respect the difference in human sexuality
- Be aware and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender), offering individual support and signposting to appropriate services where necessary
- Understand the arguments for delaying sexual activity and the reasons for having protected sex
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting and online grooming
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and if necessary treatment
- Know how the law applies to sexual relationships
- Understand what consent means and factors that influence one's ability to consent

Teaching staff in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils or redirect or delay until appropriate

### **Equal Opportunities**

The school is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE.

Springhallow School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

**Curriculum Delivery:**

RSE will mainly be delivered through the PSHE and Citizenship curriculum, including the Ealing PSHE SoW and the SoSafe programme in the primary school, AQA UAS, SoSafe program, Sex & Relationships Education: A visual programme for learners with Autistic Spectrum Disorders or Learning Disabilities, for pupils in the secondary school. As a school we work regularly with Image in Action too. The elements of sex education will also be contained in the science curriculum, e.g. in KS1 pupils will be taught to "notice that animals, including humans, have offspring which grow into adults". At the Foundation stage through the Personal, Social and Emotional Development area of the Foundation curriculum, pupils will work on developing an understanding and awareness of themselves and others, this includes developing their senses, body awareness and early social skills.

At Key Stage 1 pupils will continue to work on developing their awareness of themselves and others including awareness through the senses. They will also work towards developing an awareness of gender, the child/adult role and behaviour, privacy, sharing and turn taking, preference and choice and being part of a group. The Life Processes and Living Things section of the Equals Science curriculum will also support the delivery of the subject, for example at Key Stage 1 pupils will explore how people grow and develop into adults.

At Key Stage 2 pupils will work towards developing their knowledge of and use of the senses and recognition of body parts. They will explore likes and dislikes, develop awareness of gender differences and of how living things grow and change. They will work towards developing an awareness of the importance of family and friends and will work on developing co-operative skills.

Pupils will work towards developing their understanding of public and private- body parts and places, appropriate greetings, issues relating to growing up including body changes in puberty. Wherever appropriate, pupils will be taught about the changes that will happen to their bodies before they start to occur, in order for pupils to be better prepared – this will include learning about menstruation. Pupils will also work to further develop their awareness of feelings and emotions and their ability to make choices. This includes saying “no”.

**Delivery of RSE**

Pupils will be grouped according to their individual needs and ability. RSE can occur in a whole group, small group or one to one teaching situation. RSE for all stages will be planned and delivered by class staff with support from the PSHCE co-ordinator.

Lessons are adapted and delivered according to individual developmental levels.

Class staff may also seek advice and support from the Occupational Therapist and/or the school nurse where necessary.

**Resources**

We have several PSHE resource boxes, which contain activity packs and objects including anatomically correct dolls, pictures, and videos that are appropriate for teaching RSE. There is also a good selection of teacher resource books which contains ideas for activities and resources as well as relevant Science resource boxes. There is also a wide range of electronic resources (worksheets, power point presentations, pictures, etc.) carefully selected by the Behaviour, Social and Emotional Development team and stored on teacher share. In addition to that there are individual lesson plans with accompanying high quality resources developed by Ealing Health Improvement Team and stored on teacher share.

We may also request help from outside agencies such as Image-In-Action who deliver training on RSE to school staff and work alongside class staff in the delivery of RSE.

### **Assessment and Recording**

Assessment and recording in RSE within PSHCE is an on-going process through the use of whole school on-line assessment tool. Intended Learning Outcomes relating to the schemes of work in both PSHE and Science are differentiated to meet the needs of all pupils every term and these are revised when necessary. An individual target is set if deemed appropriate for the pupils within their EHCP and this is continually assessed, recorded again and revised when necessary.

Results are recorded and reported to parents through the Annual Review. In close liaison with the assessment coordinator, data is collected and evaluated and we are able to track pupil progress over time.

### **Monitoring and Evaluation**

Termly evaluations are completed by teachers and these are evaluated to identify areas of good practise, strengths and the areas that need further development; whether it be in terms of training, resourcing or changes to the structure of the Curriculum. Quality of RSE provision has also been the focus of the most recent London Healthy Schools Silver action plan and Springhallow School achieved Gold Award in March 2017.

### **Development and Training**

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management and Staff Development Cycles. Both these processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation and working alongside colleagues are also very useful tools in training and development. Attendance at external courses and research through the internet or literature in books or journals on the part of the Behaviour, Social and Emotional Development team is instrumental in developing the subject as a whole at Springhallow.

### **Parents**

Parents are the key people in:

- teaching their children about relationships and sex
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings

Parents need support in their role as relationship and sex educators. At Springhallow we work in partnership with parents via regular parents' coffee mornings which give parents the opportunity to have access to the content of the RSE curriculum and others. It also allows us to gain access to their views and opinions on the subject.

Parents can consult with the class teacher and/or member of the senior leadership team regarding all aspect of RSE at Springhallow. They also have the right to information about the content of the school RSE policy and the right to the withdraw their children from part of the RSE provided by Springhallow school except for those parts included in the statutory National Curriculum. For primary aged pupils, parents are allowed to withdraw their child from the lesson about reproduction.

### **Related Policy documents:**

- Curriculum Policy
- Teaching and Learning Policy
- PSHE and Citizenship Policy

- Drug Education Policy
- Child Protection and Safeguarding, Behaviour Policy
- Single Equalities Scheme