



Relationships and Sex Education (RSE)

Date Approved by Governors: 2020

Review Date: Spring 2021

SECTION ONE

INTRODUCTION

Every governing body of a maintained school is required by the Department for Education (DfE) to maintain an up-to-date statement of its policy regarding Relationships and Sex Education (RSE) and the subject is compulsory as part of the science curriculum.

Relationships Education is compulsory for all learners receiving a primary education. Relationships and Sex Education is compulsory for all learners receiving secondary education.

Relationships and Sex Education concerns learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. At Strathmore the emphasis of our learning is on relational aspects (how to interact with others appropriately) and only rarely on the biological (body parts).

Our policy has been produced through consultation with teaching and non-teaching staff across the school, learners, parents, carers and governors.

The policy will be available to all the school community via the school's website, the staff server. Hard copies or translations can be provided upon request.

Our school complies with the Equality Act of 2010 by ensuring that none of our learners are discriminated against in any way. We ensure that all learning is accessible, differentiated and personalised.

SECTION TWO

AIMS

Our overall aims in teaching Relationships and Sex Education are to:

- Help and support young people through their physical, emotional, social and moral development.
- Establish in learners, feelings of self-worth and self-respect, to provide them with skills to make choices and decisions and to exercise a degree of control over their lives, knowing that their preferences are going to be respected.
- Give learners factual information about their physical self, and the changes that will occur as they mature.
- Teach appropriate sexual vocabulary so that our learners are safe in and outside school.
- Allow learners time and opportunity to explore feelings and emotions, values and appropriate behaviours including consent and appropriate touch.
- Teach the elements of friendships and relationships, including the importance of stable relationships with the understanding that everyone is unique and different.
- Involve parents and carers closely in the content of lessons and on how to support learners at home.
- Encourage respect (both amongst learners and staff) and tolerance for peoples' privacy and feelings.)
- Help learners to build resilience and persistence.
- Develop kindness, integrity and honesty within relationships.
- Where appropriate, give learners information about how to protect themselves from unwanted pregnancies and sexually transmitted diseases, if they share their intention to have sex.
- Where appropriate, give learners accurate and factual information regarding the law and sexual health E.g. consequences for exposing oneself in public.

SECTION THREE

GUIDELINES

After consultation with all staff we acknowledge that some learners express and explore their sexuality in school grounds. We therefore agree on a set of guidelines to ensure the RSE policy is maintained throughout the school consistently and to a high standard.

- All content must be age and developmentally appropriate.
- The subject will be taught sensitively and inclusively.
- Content and delivery will respect diverse backgrounds and beliefs of learners and parents/carers.
- All staff are responsible for responding to the learners' individual needs respectfully and to maintain their dignity at all times.
- Staff are expected to adhere to the safeguarding policy guidelines and communicate any concerns to the school's safeguarding officer.
- All staff to contribute to the inclusive ethos of school by allowing learners to express their feelings and preferences in a safe way.
- Staff to clearly state that a situation arising between two or more learners needs to 'finish' if there is a safeguarding or consent concern. i.e. hugging, chasing, touching.
- All staff to reinforce the concepts of public and private to learners in a calm manner and by using visual aids when needed.
Private sexual behaviours include: masturbation, kissing in the mouth and touching private parts. Staff will report events to the designated safeguarding lead, class teacher and RSE leader if necessary.
Parents and carers of the learners involved will be consulted to offer support on how to provide opportunities for the learners to express their needs and feelings safely.
- Learners with sensory needs who tend to get undressed to be directed to a 'private' place (bathroom, sectioned off area in the class with limited visibility from others) in the school or to preserve their dignity using a towel or blanket until they are ready to move. Teachers will monitor and address these behaviours through Behaviour Support Plans in consultation with parents/carers, outside agencies or RSE leader where appropriate.
- Teachers to deliver tailored RSE sessions to respond to learners' needs and to approach PHSE leader when necessary.
- Staff to be committed to reflect and explore options on how to support our learners not only during their time at Strathmore but also in their adult life.

SECTION FOUR

RATIONALE

It is our belief that relationship and sex education is an entitlement and that learners at our school have a right to know and understand as much as they can about themselves, their bodies, their feelings and their sexual identity.

Learners with learning difficulties will experience all the normal biological and psychological changes associated with sexual development, and in this respect, experience the same needs and desires as any other member of the population.

We believe that Relationships and Sex Education should take place within the context of health education, and the materials used should be offered at a level and in a way that is appropriate to individuals.

We believe that providing Relationships and Sex Education in school is essential as some of our learners may have reduced or no access to information.

Relationships and Sex Education plays a vital part in helping individuals to achieve adult status and to choose and undertake adult roles.

Relationships and Sex Education contributes to a variety of areas of development for the learner in other areas of life, e.g. assertiveness, self-awareness, self-esteem, keeping safe from exploitation. This is especially important in countering vulnerability of people with severe learning difficulties.

A structured Relationships and Sex Education programme gives context and vocabulary for exploring appropriate sexual expression and decision making, and for communicating worries and concerns.

Relationships and Sex Education offers opportunities to rehearse appropriate responses, to think through consequences and possible alternatives, to practice interpersonal skills in a safe environment and to get feedback on personal presentation.

SECTION FIVE

METHOD

Sex and Relationship Education is taught as part of the school's general PSHE curriculum, at levels and in ways that are appropriate to the age and needs of the learners. In some cases, particularly with older learners, teaching may take place in needs-led groups, gender-specific groups, one to one sessions, class groups or assemblies. Relationships Education is compulsory for all pupils receiving primary education and Relationships and Sex Education is compulsory for all pupils receiving secondary education. Parents are welcome to discuss any concerns with the class teacher before applying for exemption from the head teacher.

Particular attention will be paid to ensuring that all of the schemes of work and lessons, are inclusive, personalised and that questions raised by learners are listened to and answered.

Topics which will need to be covered in Primary are:

Relationships

- How to build positive relationships
- What is a relationship?
- What is a friend?
- What is family? (different kinds of family : single parent, LGBT, grandparents, adoptive, foster etc)
- Who can support me?
- How to take turns
- How to treat the self and others with kindness and respect
- honesty, permission seeking
- privacy
- personal space
- Knowing what is appropriate and inappropriate
- Knowing what is safe and unsafe
- Building resilience, perseverance and the belief that they can achieve
- Self-respect and self-worth (courage, justice, humility, integrity)
- Positive emotional and mental well-being. Friendships can support mental well-being
- Rights over their own bodies, how to report abuse

Health and well-being

- Characteristics of good physical health and mental well-being
- The importance of daily exercise, good nutrition and sufficient sleep
- Knowledge that time spent out-doors has a positive impact on our mental wellbeing
- The benefits of hobbies and interests interest and taking part in the community
- Spending time with others and taking care of others has a positive impact on our own wellbeing
- Excessive use of electronic devices is not good for us
- Understand the normal range of emotions that everyone experiences
- Self-care techniques, personal hygiene and basic first aid.
- Isolation, loneliness, sadness and bullying have negative impacts on our wellbeing

Topics which will need to be covered in Secondary are:

Relationships

- All of the above and how it applies to online relationships too.
- What is a healthy relationship? (what makes a good friend / good partner)
- Developing intimate relationships, resisting and not applying pressure to have sex, contraception, safe sex
- Acceptable and unacceptable behaviour in relationships
- Recognise when relationships are unhealthy or abusive (grooming, domestic abuse, FGM)
- How to manage when a relationship is not right, how to access support
- Respect for oneself and others
- Facts and laws related to sex (age of consent, what consent is, exhibitionism)
- Internet safety

Health and Well being

- Make well informed, positive choices
- Understand that their bodies are changing (how and why)
- Impact of puberty
- There is a relationship between good physical health and mental wellbeing
- Self-care, benefits of physical activity and time spent outdoors, sleep, nutrition
- Knowledge that we feel good when we are involved with others (friends, family, community projects)
- Recognise what makes them feel lonely / sad
- Family break down, bereavement, exposure to domestic violence

Where appropriate, content will be made accessible to learners through the use of visual aids, social stories and role play.

Teachers will communicate with parents to inform them when sensitive topics are going to be covered.

At times teaching and non-teaching staff will be involved in responding to learners' behaviours or questions.

The delivery of sex and relationship education is based on guidance from the following sources:-

Relationships Education, Relationships and Sex Education and Health Education statutory guidance 2019

The National Curriculum Handbook 2007

Hierarchy of sexual health learning needs, Kate Reynolds, 2013

Nasen Special, March 2015 issue, Paul Bray.

SECTION SIX

ROLES AND RESPONSIBILITIES

Governors must approve, and keep under review, the school's Relationships and Sex Education policy, which should reflect the school's and community's values. Governors will monitor the implementation of this policy and its impact.

The PSHE Subject Leader monitors the delivery of Relationships and Sex Education and is responsible for developing schemes of work for each Key Stage Group. The Subject Leader is also responsible for providing support and training to staff to enable them to deliver the programme sensitively and effectively.

Teachers are responsible for delivering Relationships and Sex Education according to the agreed school schemes. Staff are expected to work within the agreed values framework, which is in line with current legislation. Personal beliefs and attitudes of staff may not influence the teaching of Relationships and Sex Education within the PSHE framework.

Parents and Carers have the right to request that their child be withdrawn from all or part of Sex education delivered as part of statutory Relationships and Sex Education. Parents/carers do not have the right to withdraw their child from Relationships or Health Education as this forms part of the National Curriculum and Statutory Requirements.

Confidentiality

Staff cannot offer or guarantee absolute confidentiality to learners. Teachers need to be aware that effective Relationships and Sex Education may occasionally lead to discussions of a child protection issue (following a disclosure by a pupil).

If a member of staff suspects that a child is a victim of abuse or they have reasons to believe that he/she is at risk of abuse, they must follow the school's procedures for reporting their concerns to the Head Teacher or the named safeguarding officer.

Staff are not legally bound to inform parents or the Head Teacher of any disclosure unless the Head Teacher has specifically requested them to do so. However, staff must be very sensitive to the possibility of potential harm to the learners in making their decisions.

Health professionals are bound by their professional codes of conduct regarding confidentiality in 1:1 situations with individual learners, but in a classroom situation they should follow the school's confidentiality policy.

SECTION SEVEN

ASSESSMENT, RECORDING AND REPORTING

Individual targets in relationship and sex education are monitored via the learners' EHCP plans. Relationship and Sex Education delivered through medium term plans will be evaluated at their conclusion through observations, incidental learning records, learning journals and small steps where relevant. Assessments will feed into the next cycle of planning.

SECTION EIGHT

BIBLIOGRAPHY AND RESOURCES

Relationships Education, Relationships and Sex Education and Health Education statutory guidance 2019

Secretary of State for Education's 2000 guidance on sex and relationships education.

A list of clinics is available from the School Nursing Service.

The National Curriculum Handbook (Primary and Secondary)

NCC Curriculum Guidance 5

DfE Guidance July 2000 'Sex and Relationship Education Guidance'

See also:

A guide to the law for school governors 2010

School's Safeguarding Policy January 2016

PSHE Policy

Collective Worship Policy

Guidance on producing your school's SRE policy – PHSE Association 2013

The National Curriculum Handbook 2007

Hierarchy of sexual health learning needs, Kate Reynolds, 2013

Reviewed By RSE lead Donna Grimsley 2020

Nasen Special, March 2015 issue, Paul Bray.

A range of resource books for staff are available for staff.

DfE Keeping Learners Safe in Education (July 2015)

The Equality Act 2010 and Schools (May 2014)