



# **Relationships and Sex Education (R.S.E.) Policy**

**Reviewed: April 2012**

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**Reviewed and amended: May 2016**

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Copies of this policy are also available in other languages on request.

## Relationships and Sex Education Policy

### Rationale

Relationships and Health Education (RHE) in primary schools, and Relationships and Sex Education (RSE) in secondary schools will be compulsory in England from September 2020. The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) frames considerations for SEND pupils within the Equality Act (2010) and the Children and Families Act (2014). DfE guidance states that from September 2020, all schools must teach Relationships and Health Education, as defined below:

**Relationships Education** supports pupils to develop positive and safe relationships with family, friends and online. It also includes learning about what behaviours are appropriate in different contexts (eg public/private).

**Health Education** supports pupils to make good decisions about their health and wellbeing and enables them to know how to seek support if any health issues arise for themselves or others. This also includes topics on the changing adolescent body and personal hygiene.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Within this statutory guidance, the DfE also encourages primary schools to deliver age-appropriate sex education if they feel their pupils need this information.

Within the context of cognitive levels at Seven Hills, the Primary RHE curriculum may be the most appropriate for the majority of our students. However, due to the biological age and/or social-emotional level of development, some aspects of the secondary RSE curriculum will be adapted appropriately. We acknowledge that our young people mature at different rates and information must be tailored to their individual needs and abilities. Due to the special needs of our students the curriculum content in RSE will depend upon the level of understanding of students rather than their chronological age. However, our students experience the changes associated with puberty in the same way as all young people do and these changes will need to be explained in age-appropriate ways appropriate to students' learning difficulties.

### Intent

In providing students with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. As such, it underpins our school values of wellbeing, resilience, independence, respect and friendliness; and also our vision goals of preparing for adulthood, communication and citizenship.

Government guidance acknowledges the greater vulnerability to bullying, exploitation and other issues for pupils with SEND. Research identifies that children with additional needs are three to four times more likely to experience abuse (Jones et al, 2012). RSE therefore forms a crucial part in our whole-school commitment to fulfilling our statutory duty to keep children safe, and also in enabling our students to have an awareness of personal safety and how to seek help if they need it.

At Seven Hills we believe that appropriate RSE is an entitlement of all students and an integral part of each student's emergence into adulthood. Appropriate and meaningful RSE is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

RSE at Seven Hills forms a fundamental part of life-long learning and incorporates core concepts such as public and private, using correct terms for private parts of the body, an understanding of rights relating to our bodies, rules relating to touch, positive friendships, respect and consent. Appropriate and meaningful RSE will be provided for pupils at all levels of development.

We want our young people to grow up to be healthy, happy, safe, and able to manage the challenges and opportunities of life in modern Britain. RSE has an important role to play in our commitment to promoting the British Values of:

**Individual Liberty:** As a school we are committed to educating and providing boundaries for our pupils, enabling them to make informed choices through a safe environment and empowering learning opportunities. We aim to develop responsible and caring members of society who will be able to reflect on their experiences in school and use them to help make informed choices.

**Mutual Respect:** Through RSE lessons, pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect as exemplified in the school Rule '*We look after each other and our school*'. Our SEND and Equality policies, and their implementation, reinforce our commitment to valuing individuality and inclusion of all.

**Tolerance of those of Different Faiths and Beliefs:** At Seven Hills, sensitive topics are taught in single gender groups. All pupils learn what a respectful, healthy relationship feels like and are empowered with the knowledge of what to do if a relationship feels unhealthy.

The value of family life is stressed as an important context for work in this area. It is approached through a consideration of the qualities and relationships between a group of people with an emphasis on responsibilities, stability, respect, caring and support.

## Implementation

An aim of this policy is to clearly communicate to staff, parents, visitors and students the manner in which RSE is delivered at Seven Hills. We ensure that the approach we take is age and stage related in order to meet the needs of our children and young people as they grow and mature. Additionally, students may need support to generalise their learning outside of RHSE lessons and support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery).

RSE is delivered through a whole school approach, which includes working continuously through informal opportunities as well as the formal RHSE curriculum. For example, when pupils are queuing for lunch there are opportunities to reinforce learning about personal space. All staff are expected to offer consistent messages around relationships, personal boundaries and acceptable behavior.

RSE will be delivered as appropriate to all students within the framework of Relationships, Health and Citizenship Education. This curriculum draws upon the Sheffield RHSE scheme of work for Formal and Semi-Formal 2 pathways; and the Kaleidoscope scheme of work for pupils working towards Semi-Formal 1 pathways. Additional 1:1 or small group targeted intervention sessions can be offered in response to individual need, eg as part of a Student Support Plan, or at parental request. Intensive personalized support from specialist services will be facilitated by the Safeguarding team as needed (e.g. CAMHS, MAST, Community Police, NSPCC).

The aims of the RSE programme at Seven Hills are to:

- Develop self-awareness, confidence and a positive self-image  
Enable personal awareness, identifying and naming body parts (OfSTED guidance recommends that it is important to learn the language associated with body parts so that students are able to talk to health professionals. Therefore, staff will use the anatomically correct language, Makaton and CiP symbols for body parts, while acknowledging common terms used by some families).
- Enable making personal choices, saying yes and no
- Develop understanding around concepts of privacy and private parts (e.g. NSPCC's 'Pants Rule').
- Promote healthy and appropriate, safe relationships a (including online) and the right to say 'No'
- Enable students to recognise unsafe situations, protect themselves and ask for help and support
- Encourage personal responsibility for all forms of behaviour, including understanding the consequences of their actions and how to behave responsibly within relationships
- Prepare students for changes that puberty brings and give them an understanding the importance of health and personal hygiene.
- Distinguish between appropriate/inappropriate social and sexual behaviour in response to social cues and social boundaries.
- Provide support and information for young people and their parents
- Promote understanding of the issues of equality and diversity within relationships

Details of topic progression can be found in the RHSE Long Term Plan.

### **Parent/carer partnership**

We welcome questions and requests for support from families at any time throughout the school year. Staff can provide personalised visual resources and social stories to use at home to support issues around personal hygiene, relationships and appropriate social or sexual behaviour.

We will let families know in advance when their child will be embarking upon their RSE unit and what the topic content outlines are for their child. This letter will also contain an invitation to express interest in attending RSE workshops and/or speak to someone further about RSE. Workshops are usually held in the summer term and offer an opportunity to ask questions, look at resources, and find out how RSE topics are delivered in school.

If any parent/carer is concerned about any aspects of the RSE curriculum, we welcome them to contact us so we can answer any questions and offer reassurance and guidance.

### ***Right to withdrawal***

*Government guidance states that parents/carers cannot withdraw their child from Relationships Education. However, parents do have the right to withdraw their children from the RSE curriculum, except for those parts included in the statutory Science National Curriculum.*

If any parent/carer wishes to withdraw their child from RSE lessons, we will discuss that with them with sensitivity and respect.

### **Impact**

- Students are provided with appropriate and meaningful information to make informed decisions about relationships, health and associated behaviours.
- Educator assessment criteria indicate progression outcomes for students.
- Staff feel able, and sufficiently supported to teach sensitive topics within RSE
- Parents understand how RSE is taught in school, and their withdrawal rights in relation to RSE

## **Roles and Responsibilities**

Relationships and Sex Education is co-ordinated as part of the Relationships, Health, Sex and Citizenship Education (RHSE) curriculum.

- SMSC Lead (Melanie Turner) will provide a long-term plan which meets national statutory guidance and is reflective of current SEND good practice.
- Teachers will plan differentiated and engaging learning opportunities appropriate to the developmental and learning levels of each student.
- Teachers will record student progress on Educater and create meaningful ILP RHSE and/or related Independence targets.
- Teaching Assistants will support the delivery of RSE as directed by the teacher. This may include 1:1 and small group work.
- Teaching Assistants will effectively support the implementation of ILP's and be an active part of the review process contributing to recording and monitoring student progress.
- The Leader of Learning and Leadership Team will provide and arrange relevant training opportunities for staff and parents and will oversee the quality of RSHE teaching through lesson observations and learning walks.
- The Leader of Learning will work with staff to deliver events and manage resources and budget for RSE as part of the RHSE curriculum review cycle.

## **Monitoring and Evaluating**

The effectiveness of this policy will be reviewed through the systematic process of whole school self review and evaluation. This process will use the following evaluation tools:

- SMSC curriculum audit
- SEF
- Progress and achievement reviews
- Lesson observations.
- Learning walks
- ILP monitoring

## **Links to Other Policies/Documents**

- Dealing with Sensitive Issues
- Keeping Children Safe in Education
- Safeguarding Policy
- Sex Education Forum 2019 "RSE for disabled pupils and pupils with special educational needs."
- 'Relationships education, relationships and sex education (RSE) and health education' (DfE 2019)