Relationships and Sex Education Policy

Policy Folder:

Curriculum

Relationship and Sex Education Policy

(To be read in conjunction with the PSHEE and Citizenship Policy)

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Document History

Version	Comments/amendments	Name	Date
1.0	2020 Issue	Laura Horne	June 2020
2.0	2021 Review	Ryan Barnes	September 2021
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4.0	2023 Review Noted that Kapow & Jigsaw will be used to deliver content.	Mike Abbott	December 2023

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Introduction

This policy provides us with a framework for meeting statutory requirements and for achieving the school aims of enhancing students' knowledge in Relationship and Sex Education (RSE). The school RSE Policy aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

We are committed to providing a differentiated, broad and balanced programme of RSE education that will benefit all students and to encouraging pupils to develop an enjoyment of this subject.

This RSE policy provides information about the departments policies, objectives and aims and its work which will be helpful to:

- Teaching Staff in the School
- School Leadership Team (SLT)
- Staff Covering RSE lessons

LOCAL AND NATIONAL GUIDANCE:

This policy has been written in consultation with the following guidance:
- PSHE Association guidance document, 2013
- Sex and Relationship Education Guidance (Dfe 0116/2000)
- National Teenage Pregnancy Strategy
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.

To establish an entitlement

Red Moor School is an SEMH independent day special school for boys and girls. Students will be placed mainly from Cornwall local authority; they all have a statement of Special Educational Need. Through their behavioural and emotional difficulties many have been unable to access an educational curriculum effectively. Therefore in accordance with the requirements of the National Curriculum we select teaching material from an earlier key stage where it is necessary to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupils' age. The RSE curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and willingness to access learning, an entitlement to learning and development of knowledge, understanding, skills and attitudes necessary for self-fulfilment and growth as an active and responsible member of society.
We aim to encourage every pupil to achieve to the best of their ability within an integrated and differentiated programme of study. Opportunities will be given which reflect the requirements of The National Curriculum and QCA guidelines.

No pupils are disapplied from the requirements of the National Curriculum. It is recognised that we operate within a co-educational school and every effort is made to ensure that the materials used and values implied fully reflect the wider community.

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We recognise our responsibility to provide a broad and balanced curriculum for all pupils. We aim to meet the specific needs of individuals and groups of pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs by creating an effective environment, securing their motivation and concentration, using appropriate assessments, setting achievable targets for learning, valuing the contributions of all pupils, providing a secure environment in which they are able to contribute confidently

Mission Statement

Red Moor School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

Social, Moral, Spiritual and Cultural Education

At Red Moor School we are committed to developing our students Social, Moral, Spiritual and Cultural Education (SMSC). As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at Red Moor School, and visiting speakers, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

This policy links closely with school polices on:
- Health and Safety
- Drugs Education
- PSHEE and Citizenship
- Science
- Curriculum
- Behaviour
- Bullying
- Equal Opportunities

What is RSE?

Relationship and Sex Education is a lifelong learning process about physical, moral and emotional development. It is about the understanding of and the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE has three main elements:

1. Attitudes and values
   - Learning about the importance of values and individual conscience and moral considerations

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- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

2. Personal and social skills
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

3. Knowledge and understanding
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy

RSE will be part of the PSHEE programme at Red Moor School. Red Moor school works closely with a Brook trained specialist who delivers much of the content (listed below) and also completes CPD twilight training with all staff. The specialist is also available for intervention and this is being offered both as targeted and drop-in work from Autumn term 2021.

Parents/carers will have the right to withdraw their child/children from part or all of the sex education delivered as part of RSE unless as a school we feel there are 'exceptional circumstances'. From September 2020, parents may opt to withdraw their child/children from RSE until 3 terms before their child turns 16. After that, it is the child's decision whether they withdraw. If a pupil is withdrawn, it remains the schools responsibility to ensure they receive appropriate, purposeful education during the withdrawal period. Parents can't withdraw their child from the relationships education in RSE or health education, or the following areas of RSE which are deemed to be compulsory parts of the National Curriculum for Science:

Key Stage 1
- that include humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2
- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

Key Stage 3
- that fertilisation in humans…is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus

- how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4
- the way in which hormonal control occurs, including the effects of sex hormones
- some of the medical uses of hormones, including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans

Aims of RSE

At Red Moor school we want our pupils to develop self- awareness, positive self-esteem and confidence, enabling them to -

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing

We want our pupils to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future
- decide on values by which they want to live their lives

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives in order to become successful learners, confident individuals and responsible citizens.

Working with Parent/Carers

Parent/carers are the key people in teaching their children about sex and relationships. They maintain the culture and ethos of the family, help their children cope with the emotional and physical aspects of growing up and prepare them for the challenges and responsibilities that sexual maturity brings.

It is essential that Red Moor School seeks to work in partnership with parent/carers, consulting them regularly on their SRE programme and encouraging their involvement in the determination of it. Parent/carers need to know that Red Moor School's SRE programme will complement and support their role as parent/carers. Parent/carers may need to be reassured that teachers' personal beliefs and attitudes will not influence Red Moor's SRE programme and that all those contributing to SRE are expected to work within its values framework as described in the policy.

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Curriculum content

Work on Relationship and Sex Education will use the Brook e-learning scheme of work and resources as a core syllabus, with necessary adaptations made to suit the needs and ability of students. You are welcome to request to see all the Schemes of Work and lesson plans. The main block of RSE will be in term 1 through PSHE, as well as aspects being taught through Science. Students will also be awarded AQA UAS Awards in RSE education across all key stages. Kapow online resource is used for Key stage 1 and 2 children. Key stage 34 and 4 Jigsaw will be used.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

- Circle time
- role-play
- discussion – whole class, small group, 1:1
- visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities

There are weekly timetabled PSHE lessons that will be the main source of delivery of RSE at Development/Transitional Stage and specific events and activities, as well as through other subjects. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Cross Curricular links

Links are made with RSE in other curriculum areas as appropriate e.g. PSHE and Science planning. Also in whole school events such as Anti Bullying Week and organised charity events.

Equal Opportunities

All pupils have equal access to the RSE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Approaches to teaching and learning in RSE

In keeping with the whole school Teaching and Learning policy, learning objectives are used to provide teaching and learning focus and direction. Lessons are well paced, promoting interest and engaging pupils. Pupil contributions are encouraged and expected, providing an interactive and collaborative learning environment. Before completing any unit of work in RSE, ground rules will be set and reinforced with the group.

We are committed to good RSE teaching which leads to effective learning and believe that this is rooted:

- in good understanding of the subject

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- in high expectations
- and in methods of teaching that cater well for all pupils in the class

Guidelines for Pupils

- All Pupils are encouraged to take part in RSE lessons
- Pupils should arrive on time and be ready to start work
- All equipment needed for the lesson will be provided by the teacher and teaching assistant
- Pupils should work to their full ability for the duration of the lesson
- Pupils requiring extra support during the lesson should ask either the teacher or teaching assistant and wait patiently until they can help

Planning

Lesson planning is an important factor in ensuring there is progress in pupil learning. In RSE planning is based on national guidance for all key stages.

Planning is developed using the following criteria:

- Lesson objectives are taken from the national guidance and are age and ability appropriate
- A wide variety of resources are used to meet the specific needs of our pupils, including:
    - A curriculum based on encouraging pupils to enjoy the subject
    - Use of ICT facilities and software including an interactive whiteboard to aid classroom learning
- Medium term plans are written using unit objectives relevant to the key stage. These include learning objectives and outcomes, learning activities, cross-curricular links, differentiation, resources and assessment opportunities
- Short term planning is completed on either a daily or weekly basis depending on the unit/topic being covered. These include learning objectives and outcomes, resources, teaching and learning strategies, curriculum links, differentiation and an evaluation of the lessons

Strategies for Special Educational Needs

All pupils attending Red Moor School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools. Many of the pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees **(see SEN policy).**

In the teaching of RSE, it is recognised that all pupils are different, in needs, abilities and learning styles and may develop at much slower or faster rates than others. It is our intention to:

- Recognise and address individual needs in planning (considering pupils with IEPs)
- Provide the opportunity for all students to fulfil their potential; specifically, by providing differentiated resources and learning objectives
- Take account of the long term development of each pupil throughout and into the next key stage (target setting)
- Allow movement of individual pupils between groups/classes as and when necessary

It is therefore our philosophy to recognise individual needs. Lesson activities and work set must reflect the different needs of the individual. Depending on resource availability, the support given includes differentiated activities through extra adult support, adjusting of pacing and expected performance, questions graded to target a wide range of ability levels during the exercises and discussions. We also use peer support, and practical work in pairs or small groups.

Depending on the nature of the activity pupils will work:

- As individuals
- Paired with another pupil
- With Learning Support Assistant (LSA) support
- With their class or Key Stage

Gifted and Talented

Pupils will be identified as Gifted and Talented by their class teachers and teaching assistants. These pupils will be set more challenging work to push their knowledge and abilities so they can reach their full potential. These pupils may also be offered extra work in the form of homework or lunchtime and after school sessions.

Sexuality

On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. If necessary, there will be additional support for the needs of GLB students through the therapy team. We shall also actively tackle homophobic bullying. Our Anti-bullying policy sets out the approach, prevention and procedures towards bullying including homophobic bullying.

We aim to deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them.

The types of assessment used are formative and summative assessment.

Teacher assessment is a continuous process from lesson to lesson with each teacher monitoring the progress of their pupils giving feedback to pupils to allow them to reflect on what they have achieved during the lesson/topic. In addition, Assessment for Learning is used to enhance pupil's knowledge and ability to self-assess. Pupils are actively encouraged to self and peer assess work.

Formative assessment is used to support pupil learning, where the teacher shares learning intentions and success criteria more systematically and more effectively with students, and where students are able and willing to take responsibility for self and peer assessment.

Summative assessment is used at regular intervals to check pupil's learning of a particular topic or at a particular time interval. For instance, end of unit/module tests. These assessments will be updated on SOLAR.

These assessments allow staff to form an accurate National Curriculum level that is then used in their planning.

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Recording

Assessment is recorded using SOLAR by class teachers and is used to plan future lessons and to show progression. Evidence of pupil marked work is referenced to SOLAR to show pupil progression and achieving targets. Internal test results and external exam results are recorded by teachers and then analysed. This analysis is published and provided to SLT for further consultation.

Reporting

Interim Reports and Annual Review Reports are completed for all pupils. Reports cover what pupils have achieved, areas where they may have struggled to meet expectations and future targets for the pupil in order to develop further in the subject.

All staff who teach PSHEE and Citizenship are responsible for reporting on the pupils that they teach. Information inputted in SOLAR will be used to create pupils reports to be shared at Annual Reviews and half termly reports sent to parents and carers.

Marking and Evidence

Work is marked on a regular basis with emphasis on effort and targets for improvement. Pupil work is marked in line with the School Marking Policy. Pupils are encouraged to self and peer mark work and guidance is given to pupils on how work can be improved.

See Feedback and Effective Marking Policy

Evidence of pupil progress is captured and referenced on SOLAR.

Monitoring, Evaluation and Review

See Monitoring and Evaluation Policy

Monitoring and Evaluation is intended to help improve the quality of education provided and the standards achieved within PSHEE and Citizenship by all pupils. In order to monitor and evaluate teaching, learning and pupil progress we gather evidence to help us make judgements about the quality provided.

All teaching staff are observed regularly by peers and line managers as part of the on-going monitoring and evaluation process. Teaching quality is improved and refined by providing constructive feedback and sharing best practice on order to modify practice where necessary, ensuring a high quality of teaching and learning.

Learning resources

We encourage the use of a wide range of resources to enrich students learning. These include children's and teacher's books, DVDs, music, artefacts and CD ROMs. We try to ensure RSE is a lively, stimulating subject which engages all students.

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RSE and the use of ICT

RSE can make an important contribution to student's use of ICT by: -

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different countries beliefs, culture, language and lifestyle
- Use e-mail and video conferencing to collaborate with other schools in different locations and particularly international settings
- Use multimedia and presentation software to communicate their own ideas and demonstrate their understanding

CONFIDENTIALITY AND SAFEGUARDING

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial system. They offer a listening ear and, where appropriate, information and advice.

Where appropriate, students are referred to the school therapy team and outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection and safeguarding procedures must be followed when any disclosures are made (see our Safeguarding Policy).

Young people under the age of 13:
A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead, Ashley Bradshaw and follow the Safeguarding Policy.

Young people between 13–16
Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required. Professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

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Continuing Professional Development for Staff

As part of staff's continuing professional development the school offers a variety of compulsory and voluntary training throughout the year this includes:

- Brook SRE Training including other support agencies available.
- Speak Easy
- C-Card
- Safeguarding

E Safety

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of the Red Moor Sschool's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum. Students are taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information and also to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

As a school, we actively promote high levels of digital literacy. Digital literacy seeks to include knowledge and understanding of the applications and implications of digital technologies, in contrast to the skills focus of computer literacy. Digital literacy is considered a key aspect of contemporary citizenship to enable individuals to fully participate in the digital economy and the democratic process, and knowledgeably engage with debates relating to the networked society, such as those relating to personal privacy.

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We are part of the Outcomes First Group Family, by working together we will build Incredible futures by empowering children, young people and adults In the UK to be happy and make their way in the world

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