



Relationships Education & Relationships & Sex Education Policy

Date of last review:	2022	Review period:	2 Years
Date of next review:	2024	Written by:	Amy Scott
Type of policy:	Statutory	Committee:	Standards & Curriculum
Signature:			

Introduction

The DfEE Guidance 7/2019 places a statutory responsibility on the Governors to prepare and make available a school policy statement on Relationships Education (RE) and Relationships and Sex Education (RSE). The document specifically refers to Special Schools in this respect in stating that Relationships Education and RSE 'must be accessible for all pupils' (Relationships Education and Relationships and Sex Education Guidance DfEE 2019, pg. 15). It also highlights the importance of these subjects for young people with SEND as 'pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND' (DfEE 2019, pg. 15).

The guidance states that 'the role of parents in the development of their children's understanding about relationships is vital' (DfEE 2019, pg. 17). The relationships education at school aims to support parents and carers in enabling their children to grow and mature and to form healthy relationships. We advocate a sensitive, tactful and informal approach to the teaching of RSE at Wyre Forest School. We recognise that engagement with parents is essential to make them aware of the aims, content and organisation of the subject. Parents are asked to contact the class teacher if there are any matters of particular concern to them.

Definition of Relationships Education

'the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online' (Relationships Education and Relationships and Sex Education Guidance DfEE 2019, pg. 4)

Definition of Relationships and Sex Education (RSE)

'It is lifelong learning about physical, moral, emotional development. It is about the understanding of 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 – this would be inappropriate teaching.'

(Sex and Relationship Education Guidance DfEE 2000, pg. 5)

Rationale and Ethos

Aims:

1. To develop and increase a pupil's self-esteem
2. To support pupils through their physical, emotional and moral development
3. To enable pupils to realise that everyone is in charge of, and responsible for, their own body
4. To provide unbiased and medically accurate information so that pupils can learn about their bodies, emotions, relationships and sexual reproduction and health in ways that are appropriate to their age and maturity

5. To promote safe, equal, caring and enjoyable relationships and help pupils learn how to recognise and avoid exploitation or abuse
6. To enable pupils to appreciate the value of family life and recognise and reflect on the impact that relationships have on the nurture of children
7. To give pupils the opportunities to reflect on values, morals and influences (from peers, media, different faiths and culture) that may shape their attitudes towards relationships and sex
8. To provide information on where to access information and support about sexual health and relationships (such as medical screening or domestic abuse) outside of school so as to prepare pupils to take responsibility for the wellbeing of themselves and others and to promote lifelong wellbeing.
9. To empower pupils to ask questions about relationships and their bodies and to seek the answers to these from appropriate sources
10. To ensure that young people clearly understand what the law allows and does not allow
11. To foster equality, including gender and LGBT+ (lesbian, gay, bisexual, transgender) equality and encourage pupils to challenge all forms of discrimination in every day school life
12. To ensure staff responsible for delivering the RSE curriculum have an up-to-date awareness and knowledge of pertinent issues, such as online safety, child sexual exploitation, female genital mutilation (FGM), sexting and forced marriage, as referred to in the (WFS Safeguarding Policy).

Curriculum Design

Our Relationships Education and RSE programmes are part of our Wyre Forest School whole school *Science* and *PSHCE* (Personal, Social, Health and Careers Education) provision. The *WFS Progression Steps* support staff in planning and teaching earlier understanding in these areas.

The PSHCE curriculum comprises of three strands:

1. Health Education
2. Living in the Wider World & Careers
3. Relationships Education (for pupils in Years 2-6) & Relationships and Sex Education (for pupils in Years 7-11)

RSE sets scientific knowledge within a broader context and gradually and progressively explores relationships, emotions, views and the promotion of our physical and mental wellbeing. RSE links to other areas of personal development such as ICT & Online safety, Science and Religious Education (differing views, beliefs and practices).

Due to the special educational needs of pupils at Wyre Forest School, it may not be appropriate for all RSE topics to be delivered to all pupils, and the government guidance supports this, stating subject content must be 'sensitive, age appropriate and developmentally appropriate' (Relationships Education and Relationships and Sex Education Guidance DfEE 2019, pg. 4). Staff will endeavour to cover as much of the statutory requirements as appropriate, ensuring that teaching is differentiated and

personalised. Details of the PSHCE curriculum can be found on our website at the following address:

<https://www.wfs.worcs.sch.uk/page/?title=PSHCE+%28Personal%2C+Social%2C+Health+and+Careers+Education%29%2C+RSE+%28Relationships+and+Sex+Education%29+%26amp%3B+RE+%28Religious+Education%29&pid=62>

Organisation

Class teachers in all pathways have responsibility for delivering aspects of Relationships Education or RSE appropriate to the age and understanding of their pupils. In our Post 14 classes, aspects are delivered through both the Science and RSE curriculum by class or subject teachers. The requirements delivered through National Curriculum Science are noted in Appendix A. Where there is overlap in themes between RSE and other subjects, such as Science and Information Technology i.e. on-line safety, staff will pay clear adherence to all relevant policies, including Safe Guarding and On-Line Safety.

Where relevant pupils receive additional input from external agencies, such as West Mercia Women's aid, West Mercia Rape & Sexual Abuse Support Centre and local health providers. In all cases content will be age and developmentally appropriate and accessible for all pupils.

RSE may be delivered formally to whole groups, small groups or on an individual basis according to the needs of pupils. Work will be adapted to the understanding of the pupils and supported with appropriate methods of communication and resources. At times conversations with pupils, parents or carers, or school staff noticing particular behaviours may indicate the need to develop a pupil's knowledge in regards to a specific issue. This additional support (supported by the DfE Guidance 2019 p.14) may take place within RSE lessons or on a more informal basis either individually, in a small group or within the class group as appropriate so as to ensure the needs of each pupil are met.

Where pupils ask genuine questions pertaining to sex or sexuality which go beyond those set out for RSE or Relationships Education (where sex education is not taught), adults may answer them in sensitive and appropriate ways accessible to that pupil. There is the danger that when questions go unanswered that children may turn to inappropriate sources of information which may endanger their physical or mental health and wellbeing.

Safe and Effective Practice

Teachers will ensure a safe and effective learning environment for group discussion through the agreement and establishment of ground rules, including keeping what each other discuss in confidence where appropriate.

Wyre Forest School recognises the vulnerability of our pupils to exploitation and so seeks to empower them with knowledge of what is appropriate and inappropriate

behaviour and the ability to ask questions and gain support. Pupils' questions will be answered with medically accurate, unbiased information by staff in a depersonalised context so that they are able to make informed decisions for themselves. Sensitive or controversial issues will be approached in the same way and at a time appropriate to the developmental age of the pupils. Students will be presented with factual information and will be encouraged to explore a range of differing opinions. Where appropriate, distancing techniques such as role play, buzz groups or ask-it baskets (posting questions anonymously) may be used. These can enable pupils to depersonalise a topic and avoid potential embarrassment or awkwardness.

Staff Training

All staff teaching RSE will be supported by the RSE lead, Amy Scott and the School Nurse who will provide training, up-to-date knowledge and relevant resources to support the curriculum. All staff receive safeguarding training, delivered face to face and through the Virtual College online resource. Relevant RSE courses are attended by teaching staff in different pathways.

The School Nurse will support RSE delivery and outside agencies may also provide additional lessons or resources as required.

Equal Opportunities

RE and RSE are an entitlement of all pupils, regardless of race, religion gender or ability, and seek to promote safe, equal, caring and enjoyable relationships. The RSE programme at Wyre Forest School is differentiated to meet the age and emotional development of each pupil and is sensitive to their personal experiences. In accordance with the Equality Act 2010 RSE may include discussion of issues relating to sexual preference and faith, in order to discourage prejudice and raises pupils' awareness of inequality, discrimination and abuse and promote the wellbeing of themselves and others. The school promotes a culture of equality where sexism, homophobia and gender stereotypes will not be supported.

Confidentiality and Safeguarding

Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that RSE may, through the use of visual resources and discussion of appropriate and inappropriate behaviour in different relationships, lead to the disclosure of a safeguarding issue. In such instances the staff member will inform a member of the Safeguarding team, in accordance with Wyre Forest School's Safeguarding Policy and Guidelines. A member of staff must not promise confidentiality to a pupil if safeguarding concerns exist.

Visitors and professionals from external agencies who are invited into school to support RSE lessons will be required to wear the appropriate coloured lanyard, in accordance with Wyre Forest School's Safeguarding Policy and Guidelines. Those required to wear a red lanyard must be supervised by a member of staff at all times. Visitors will be informed by class teachers of the school's Safeguarding Policy and

encouraged to feed back any child protection concern to the teacher who can then report to a member of the Safeguarding team.

Engaging Stakeholders

Parents and Carers

The Department for Education (DfE) recognises the key role of parents and carers in talking to their children about Relationships Education and RSE guidance.

- From September 2020 parents/carers **will not** have the right to withdraw their child from Relationships Education in Lower School at WFS as it will not include sex education.
- From September 2020 parents/carers have the right to withdraw their child from sex education lessons within the Relationships and Sex Education (RSE) curriculum until three terms before their child turns 16. This does not include those lessons provided in the Science National Curriculum.

‘After that point, if the child wishes to receive sex education...the school should make arrangements to provide the child with sex education’ unless the Head teacher feels there are exceptional circumstances arising from their SEND that should prevent this’ (Relationships Education and Relationships and Sex Education Guidance DfEE 2019, pg. 18).

Before a series of Relationship Education or RSE lessons begin, Wyre Forest School sends a letter home to parents/carers detailing when lessons are taking place and the topics to be covered. The RSE letter informs them of their right to withdraw a child from some or all of the sex education lessons, seeks their written consent, and invites them to view any resources that will be used and to speak to their child’s class teacher about the RSE curriculum.

Parents/carers who opt to withdraw their child from RSE lessons will be invited to discuss any concerns with the RSE Coordinator prior to their request being granted, and offered support to help them discuss the RSE content with their child themselves if they wish. Evidence of parental consent gained and consultations held will be maintained by the RSE Coordinator for all pupils. Any complaints about the content or delivery of RSE should be submitted via the school’s complaints procedure.

As part of our whole school approach to RSE, parents/carers receive regular updates through the school’s newsletter and website regarding training and information to enhance their own understanding in this area. In March 2020, parents/carers were invited to take part in a Parent Consultation session where they were given the opportunity to review the RE and RSE Policy and share their views. Parents/Carers continue to have the opportunity to view the materials and resources that will be used and ask the RSE Coordinator any questions that they might have.

Pupil Voice

Pupil voice will be hugely influential in adapting and amending learning activities and teachers of RSE are encouraged to be flexible to respond to questions, misconceptions or topics raised so as to ensure that teaching and learning meets the needs of specific groups of learners. Teachers may also offer a question box in some classes to give learners the opportunity to ask questions anonymously, and this will again inform the topics covered to ensure that the needs of our pupils are met.

Governors

The Governor responsible for Relationships Education and RSE will ensure that high quality teaching takes places which is accessible to all and that it is effectively monitored and evaluated, ensuring that pupils make progress. They will make sure that the subject is well led, managed and planned and that the resources, staffing and timetabling ensure that the school can fulfil its legal obligations. They will ensure clear information is provided to parents and carers on the content of the curriculum and the right to withdraw.

Monitoring

The monitoring and evaluation of the RE & RSE programme is achieved through sampling of lesson plans, observations of lessons and obtaining feedback from teachers and pupils. This process will identify any required changes to the programme and also any staff induction or continuing professional development.

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE 2019

Keeping Children Safe in Education (KCSIE), DfE 2019

Appendix A – RSE Links in Science Programmes of Study Key Stage 1 to 4

KS/Year	Statutory Requirements	Notes and Guidance
KS1 Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
KS1 Year 2	Notice that animals, including humans, have offspring which grow into adults.	<p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>
KS2 Year 5	Describe the changes as humans develop to old age.	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
KS3	<p>Reproduction</p> <p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p>	
KS4	<p>Health, disease and the development of medicines</p> <p>Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs).</p> <p>Coordination and control</p> <p>Hormones in human reproduction, hormonal and non-hormonal methods of contraception.</p>	