

	Name of School	Corbets Tey School
	Policy Review Date	25th May 2021
	Next Review Date	Summer 2022
	Reviewed by	Governor Name: Julie Lamb Governor Signature: 

Relationships and Sex Education (RSE) Policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites.

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1. Relationships and Sex Education School Ethos

Corbets Tey School believes that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance students' ability to lead their lives safely, responsibly and make informed decisions.

Relationships and Sex Education supports students in their physical, social and moral development. A successful programme embedded in the Personal, Social, and Health Education (PSHE) Curriculum will help students respect themselves and others as they develop through adolescence into adulthood

We want all of our students to be as fully equipped as possible for leading confident, healthy lives with maximum independence. We recognise that our student's learning difficulties increase their vulnerability to the possibility of exploitation and abuse. We are committed to teaching our students how to positively behave and addressing behaviours that are not socially appropriate to enhance their successful social outcomes and opportunities. The school values the partnership of parents and carers in providing the best education for our students.

2. Aims

- To provide knowledge and information to which all students are entitled
- To clarify/reinforce knowledge the students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students understand and cope with their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop their communication skills to ask for help
- To develop skills of language, decision making, choice, assertiveness, which are necessary in a range of situations where sexual behaviour could be a focus
- To promote acceptable and appropriate behaviour in public and private situations
- To give opportunity to develop strategies which reduce the risk of harm to the individual or might be caused by the individual
- To help students minimise any possibility of the risk of exploitation, misunderstanding and abuse
- To provide the confidence for them to be a responsible member of society
- To provide access to further information and facilities

3. Statutory Requirements

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Primary age students (Reception to Year 6)

We must provide relationships education to all primary-age students as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Secondary age and Post-16 students (Year 7 to Year 14)

We must provide RSE to all secondary-age students as per the Children and Social Work Act 2017.

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of preparing our students for adulthood outcomes, as set out in the SEND code of practice.

4. Policy Development

This policy has been developed in consultation with staff, students, parents and carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – where appropriate students are given the opportunity to discuss RSE related issues through Philosophy for Children (P4C) sessions. These sessions enable students to debate, reflect and share their thoughts regarding key concepts within RSE. Where students are unable to communicate what they want from their RSE lessons the parents are consulted. Where appropriate RSE concepts might be further discussed at the child's/young person's annual review where potential EHCP outcomes might be set.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

The Deputy Headteacher

The Deputy Headteacher is responsible for developing the RSE Curriculum and monitoring the delivery of RSE.

Staff

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Relationships and Sex Education in the Curriculum

We intend that all students shall take part in a suitably differentiated programme of Relationship and Sex Education and personal development at a level which is commensurate with their age and physical development.

Relationship and Sex Education is taught through a rolling programme of concepts that are taught across all key stages.

In the Primary School it will be integrated into the whole curriculum; not taught separately.

Areas covered will include:

- Self-awareness - Who am I? What can I do?
- Identifying and naming body parts
- Gender identity
- Family and friends?
- Skills: choosing, making decisions, saying yes and no
- Growing and changing - size, skills

The subjects taught in the Primary School are a **mandatory** part of the curriculum.

In the Senior School areas covered in the lower school will continue to be reinforced, and other areas will be added as appropriate, such as:

Mandatory topics

- What is meant by the term '*relationship*' through the students development of the PRB (People and Relationships Book)
- Preparation and impact of puberty
- Sex organs; identification and correct names
- Body changes, growing up, puberty, including personality / mood swings, etc.
- Privacy, dignity and respect, appropriate public and private behaviour
- Skills: choosing, decision making, assertiveness, including body language, dress, touch
- Menstruation: coping with changes and self-help skills
- Friendships: same sex, opposite sex
- Sexual relationships / sexual orientation
- Safer sex
- Sexually transmitted diseases, including AIDS
- Pregnancy, birth and contraception
- To promote recognition of aspects of sexual behaviour that falls within the jurisdiction of the law.
- Actively communicate and recognise consent from others, including sexual consent
- Online safety including what to do and where to get support to report material or manage issues online

Non-mandatory topics – will be addressed when appropriate

- Masturbation (self-touching)

Primary-aged students may have access to the senior elements of the RSE programme if a defined need is identified by staff and/or a request is made by the parents/carers and an agreement between school and home is made in how best to support the child/young person.

The biological elements of Relationships and Sex Education, including naming body parts, puberty and human development are part of the National Curriculum Science programme.

8. Delivery of Relationships and Sex Education

Implementation

Relationships and Sex Education will occur during timetabled Personal, Social, Health and Economic (PSHE) lessons in the Secondary School and through cross curriculum lessons for Primary Students.

Occasionally, specific teaching sessions may be arranged in addition to the above, for example, in contexts where outside professionals are involved, e.g. the school nurse.

Relationships and Sex Education will be taught across the academic year for students in key stages 3, 4 and 5 at Corbets Tey School and at CTS@The Avelon.

There will be times when students outside of these phase groups might be taught about various aspects within the RSE programme but this will be in accordance with student's understanding of the terminology being used.

There will be occasions when gender groups will need to work alone, and other times when students will be grouped according to their development and maturity.

Teachers will have access to training sessions where necessary and have the support from senior leadership and colleagues if they wish to further discuss the RSE curriculum.

Teachers will deliver the curriculum without being influenced by their own values and beliefs.

Teachers will:

- Establish ground rules appropriate to the mix of students in the class
- Use distancing techniques to depersonalise situations
- Use their practitioner knowledge of students' areas of need to further develop their understanding of Relationships and Sex Education.
- Know how to deal with unexpected questions or comments from the students, for example: admitting that they don't know the answer and will endeavour to find out, or telling the student they will discuss an issue after the main session if appropriate.
- Use discussion to reinforce understanding of concepts and ensure all students are able to access through use of relevant related resources
- Be alert to signs that there may be child protection issues being disclosed and refer on the same day to the Designated Safeguarding Lead.

Inclusion

No student will be excluded from the above because of any particular special educational need. Content will be age-appropriate and differentiated to a level that is accessible and relevant to each student's stage of development, understanding and individual need, and delivered with reference to the law.

On occasion, it might be the case that particular resources are utilised in order to ensure the best possible access to Relationships and Sex Education for all students.

Safeguarding

Relationships and Sex Education will be delivered in carefully planned lessons and in an appropriate context. Matters and issues which are raised by students in lessons will be addressed with respect, sensitivity and confidentiality EXCEPT where a disclosure of possible abuse occurs: in which case the established child protection procedure will be put into action.

Spiritual, moral, social and cultural development

Relationships and Sex Education will be taught in the context of the development of positive, caring adult relationships and will explore: issues of commitment, personal choices and consequences on self and others, emotions and feelings, future aspirations and life stages.

Social and emotional wellbeing and mental health

Some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships and Sex Education can be particularly important for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities to help minimise the risk of exploitation, misunderstanding and abuse.

Assessment, recording and reporting

Individual progress in Relationship and Sex Education will be assessed in accordance with the school framework and the results used to plan or develop programmes of work and to inform reports to parents.

Resources

The most valuable resource in the education of our students is to be found in the understanding, experience, skills and creativity of our teachers and teaching assistants. Where appropriate, specific resources may be used to reinforce students' understanding of key concepts, such as models, presentations, symbols or videos. The *SoSafe User Manual 2nd Edition* and *Sex & Relationships Education programme* by Fiona Speirs will be used as a reference point to develop students' knowledge and understanding of Relationships and Sex Education.

Students will have access to *My People & Relationship Books* to develop their understanding of relationships and the boundaries within each of them to ensure they are safe at all times.

Partnership with Parents and Carers

We place the utmost importance on sharing joint responsibility with parents and carers for their child or young person's relationship and sex education. Parents or carers will receive a letter before any RSE lessons take place, with details of what the school proposes to teach, and an opportunity to preview the teaching and learning materials.

Where possible, parents and carers will be invited every academic year to attend training courses to ensure they are fully aware of the content being discussed and taught with the RSE programme.

9. Right to withdraw / Raising concerns

Primary age students (Reception to Year 6 / Key stages 1 and 2)

We must provide relationships education to all primary-age students as per section 34 of the Children and Social Work Act 2017.

Parents and carers do not have the right to withdraw their primary-aged child from relationships education.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

If a parent or carer wishes to withdraw their child, or raise concerns about this policy or the RSE curriculum, they are asked to discuss this with the Headteacher.

Secondary and college age students (Year 7 to Year 14 / Key stages 3, 4 and 5)

We must provide relationships and sex education to all secondary-age students as per the Children and Social Work Act 2017.

Parents and carers have the right to withdraw their young person from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the young person wishes to receive sex education rather than being withdrawn, the school will arrange this.

If a parent or carer wishes to withdraw their young person, or raise concerns about this policy or the RSE curriculum, they are asked to discuss this with the Headteacher.

10. Training

Teachers and support staff are trained on the delivery of RSE and can discuss this further with senior leadership and/or colleagues throughout the academic year.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

We aim to provide parents/carers an information training session regarding the RSE curriculum every academic year.

11. Monitoring arrangements

The delivery of RSE is monitored by Terry Hudson, Deputy Headteacher.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the governing board.

12. Related policies

Online safety policy
Child Protection and Safeguarding Policy
SMSC Policy
PSHE Policy