



Relationships and Relationships & Sex Education Policy

Mission Statement:

‘At West Oaks we work with consideration, commitment and co-operation to ensure our school community will develop the capacity to enjoy life and succeed.’

Introduction

West Oaks SEN Specialist School and College recognises that communication, social interaction and positive behaviour management are fundamental aspects of educating pupils with special educational needs and disabilities (SEND).

Our SEN specialism in ‘Communication and Interaction’ recognises the status these are given.

The school curriculum is highly adapted to meet the needs of our pupils; those with complex and multiple learning needs (PMLD), severe learning difficulties (SLD), social, emotional and mental health difficulties (SEMH) and those with a diagnosis of autism.

Our curriculum aims to enthuse, engage, stimulate and maximise every pupils’ potential. We seek to provide a curriculum within which every pupil can achieve, be safe, be healthy and make a positive contribution.

Our Relationships and Sex Education (RSE) policy forms a significant element of our provision which supports success in all aspects of school life and beyond.

Relationships and Relationships & Sex Education has an important role to play in the education of all pupils and at West Oaks we seek relevance and meaning for our pupils in this area of PSHCE.

The relationships and relationships & sex education content taught, seeks to meet the needs of individual pupils.

We actively always involve parents and carers to seek opinions and to gain their support.

Philosophy

At West Oaks we seek to consistently develop good pupil / staff relationships. We give opportunities for these relationships to develop further in the wider community and thus to provide positive role models for the pupils.

We aim to give equal opportunities for all pupils to make personal choices and to take on responsibilities according to their own ability.

We provide for all opportunities to work and play together, in daily activities, whole school events and focus weeks, and through residential placements, thereby helping to build confidence and promote collaborative learning.

We always aim to provide a positive atmosphere in school. We give all the pupils the opportunity to experience success. We encourage this success to be shared by classroom and corridor displays, achievement assemblies, certificates and awards and through the whole school positive behaviour policy (see ‘Positive Behaviour Policy’ document).

We seek to be fair and consistent in our treatment of pupils and, therefore, meet regularly as a whole staff, in pods and in curriculum pathway groups to ensure adequate briefing.

Parents and carers are respected as partners at West Oaks and are encouraged from their initial visit to be fully involved in the development of their child and in the wider life of the school.

We believe the quality of the relationship which exists between the school and home is crucial to the success of the RSE programme.

Updated March 2021

Young people with learning difficulties have probably a greater need of relationships and sex education than other young people, because they tend to have much less access to information than their peers. They are also more likely to be confused by what they see and hear.

Statutory Obligation

From September 2020, schools have a statutory obligation to teach *relationships education* to primary age pupils, and *relationship & sex education* to secondary age pupils, including those in the 16+ department. West Oaks have been teaching these subjects for over 20 years and so already have a comprehensive curriculum in place. This has been adapted and extended, to ensure the current statutory guidance is being met.

The role of parents and carers in this area is vital. They are the most significant influencers of how children grow, mature, and develop an understanding of relationships. We believe working together is key, in ensuring a consistent and sympathetic approach is taken. Parent and carers are kept informed of all relationships and relationships & sex education teaching and asked for written consent before this takes place.

Parents and carers have a right to request that their child is withdrawn from all, or part of sex education delivered as part of statutory RSE. This should be granted following discussion with parents / carers, unless there are exceptional circumstances, or if the pupil will turn 16 within 3 terms. In this scenario, if the pupil wishes to participate in sex education, they should be facilitated with this. There is no right to withdraw from elements of sex education within the science curriculum, or from relationships education.

Definitions

Relationships education is a statutory subject, which seeks to help pupils to recognise that relationships come in many forms. These include, but are not limited to friendships, community contacts, online contacts, and families in their many forms, which reflect our diverse world. Pupils are also supported to develop positive self-esteem, respect for themselves and others, and to develop healthy relationships.

RSE stands for 'relationships and sex education' and is a statutory subject from year 7. RSE aims to support pupils to learn about building positive relationships with others, including the social and emotional aspects of this, as well as the physical elements. This can include developing friendships, recognising and understanding how people change as they grow up, keeping healthy, sex and reproduction, human sexuality and sexual health.

RSE teaching helps to equip pupils with the skills and knowledge to make, sustain and enjoy safe and enjoyable relationships, whilst taking responsibility for their own sexual health and emotional wellbeing.

1 Aims & Objectives.

The RSE programme at West Oaks will be delivered as part of the PSHCE curriculum, which promotes a healthy lifestyle and positive relationships. It seeks to teach sex education in the context of moral responsibility to oneself and to others.

The objectives of RSE are to enable pupils, as far as possible, to:

- Recognise that relationships come in many forms
- Develop healthy relationships
- Have respect for themselves and others
- Develop positive self-esteem
- Be aware of themselves and their bodies
- Be able to name body parts correctly
- Understand the stages of the human life cycle
- Understand the physical and emotional changes that take place during adolescence
- Be aware of the menstrual cycle

- Understand what occurs during masturbation and wet dreams
- Understand public and private places and appropriate public behaviour
- Explore feelings of attraction and arousal and know how to respond appropriately to them
- Understand consent and to be assertive and confident enough to say 'no'
- Understand what sexual intercourse is
- Understand the importance of contraception
- Understand how reproduction takes place, fertilization and foetal development in the uterus
- View reproduction in the context of responsible and caring relationships
- Recognise potential risks to themselves and others, and understand ways to minimise these risks
- Know how and where to get help if needed

It is essential all pupils access the RSE programme as part of their general development. Although the content covered may be linked to, and limited by the individual pupil's understanding, all pupils need help and guidance in moving from a vague awareness of their own body and emerging sexuality, towards taking responsibility for their own intimate needs within socially accepted boundaries and the law.

All pupils follow a natural developmental progression, as they are encouraged to move towards a greater level of independence in:

- An awareness of bodily functions / changes
- Coping with and responding to impulses and urges
- Managing and planning for bodily / intimate / sexual functions
- Becoming responsible for all intimate needs.

2 Teaching & Learning Style

We use a range of teaching and learning styles to meet the statutory relationships education and relationships and sex education requirements of the National Curriculum. Teachers employ a variety of approaches and enable pupils to work independently, in pairs, small groups or as a whole class. Opportunities will be provided to address pupils' individual priorities.

RSE will be delivered through:

- Formally time-tabled lessons
- Pastoral care / tutorial periods
- Individual support for learning
- Cross-curricular teaching
- Whole school approach to healthy relationships
- The RSE programme will be delivered to pupils in all key stages, appropriately planned to meet their individual maturity and needs.
- Necessary preparatory groundwork covered in the Reception and Primary age range; it is essential that pupils learn as early as possible the correct names for parts of the body and that the use of these is encouraged at home and at school.

Where appropriate, the teaching of RSE will be delivered within weekly PSHE lessons. Each year there will be explicit focused teaching of the RSE curriculum, within each term, by each curriculum pathway. In addition, it may be necessary to prepare programmes for individuals or small groups of pupils to be taught separately from the rest of a class. Ongoing issues of developing and increasing awareness of sexuality will be dealt with as they arise to encourage pupils to develop socially acceptable practices, helping maintain the dignity of the individual and reducing his / her vulnerability in society.

Class leaders will be responsible for the delivery of RSE and where appropriate, professionals from outside agencies may also provide support.

3 RSE curriculum planning

- 3.1 Our curriculum planning is in three phases (long term, medium term and short term). Our long-term plan maps the RSE topics studied in each academic year. The RSE co-ordinator devises this plan and arranges the sharing of school resources and the loan of appropriate supplementary resources from the Public Health Resource Centre.

Explicit RSE teaching follows the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. Plans have been developed by following the PSHE Association Scheme of work and Curriculum Builder documents, supported by PSHE Association accredited resources and programmes. These sessions will be delivered according to need and ability of pupils. For some pupils it may only be appropriate to name body parts, develop hand washing skills and increase social interaction skills, whilst for others, the whole RSE programme of study may be appropriate. These sessions will be led by the class leader, PLI or RSE co-ordinator, in classes, small groups, pairs or individually, as appropriate to the needs of pupils.

Each class leader will follow the appropriate medium-term plan and adapt this to create a short-term plan covering each lesson, using the common short term plan format adopted by West Oaks. These plans list specific learning objectives and expected learning outcomes for each lesson.

3.2 Foundations Pathway

Foundation pupils work to the objectives set out in the Early Learning Framework.

Our teaching of RSE matches the aim of fostering a child's personal, emotional and social development, as set out in the framework, by promoting the development of positive relationships with others.

3.3 Footsteps Pathway

The focus for pupils following the footsteps curriculum is relationships education. Areas covered will include:

- Families and people who care for me
- Caring friendships
- Respectful relationships

3.4 Stepping Stones Pathway

We recognise that all pupils are at different stages of development and maturity and therefore will **only** access content appropriate to their individual needs.

The focus for pupils following the steppingstones curriculum is relationships education. Areas covered will include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Naming the Body Parts - what they are called, how they work and their purpose
- Awareness of Myself
- My Body
- Puberty - body changes, feelings, menstruation, masturbation, nocturnal emissions, appropriate behaviour.
- Assertiveness - saying no.
- Respect for others

3.5 Reaching High & Reaching Higher Pathways

We recognise that all pupils are at different stages of development and maturity and therefore will **only** access content appropriate to their individual needs.

The focus for pupils following the reaching high and reaching higher curriculum is relationships education. Areas covered will include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Naming the Body Parts - what they are called, how they work and their purpose
- Awareness of Myself
- My Body
- Puberty - body changes, feelings, menstruation, masturbation, nocturnal emissions, appropriate behaviour.
- Assertiveness - saying no.
- Respect for others

In addition to this, aspects of the relationships and sex education curriculum can be taught to upper key stage 2 and all Key stage 3 & 4 pupils, if class leaders feel this is appropriate. This could include:

- Relationships - adolescent relationships, behaviour, feelings, appropriate touching.
- Reproduction - sexual intercourse

3.6 Moving on Pathway.

We recognise that all pupils are at different stages of development and maturity and therefore will **only** access content appropriate to their individual needs.

The focus for pupils following the moving on curriculum is relationships and sex education. Areas covered will build on previous learning and include:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Lessons will provide information and discussion of:

- Types of families, marriage & legal status of long-term relationships, roles & responsibilities of raising children, judging trustworthiness, seeking help.
- Characteristics of positive and healthy friendships, how to improve or support respectful relationships, how stereotypes can be damaging, developing respect, bullying & how to get help, criminal behaviour within relationships, sexual harassment & violence, equality.
- Rights, responsibilities and opportunities online, online risks, sharing information and harmful material, including indecent images and pornography, how information is generated, collected, shared & used online.
- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how to communicate and recognise consent from others, and how and when consent can be withdrawn

- Puberty - body changes, feelings, menstruation, masturbation, nocturnal emissions, appropriate behaviour.
- positive aspects of healthy one-to-one intimate relationships, positive and negative effects on health from sex and relationship choices, reproductive health, managing sexual pressure, contraception, pregnancy including pregnancy choices, STIs, impact of drugs and alcohol on choice making, where to go for help / advice.

3.7 The Law

The statutory Guidance for relationships education and relationships and sex education, states that 'Pupils should be made aware of the relevant legal provisions when relevant topics are being taught.' The guidance gives examples of:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

We recognise that all pupils are at different stages of development and maturity and therefore will **only** access content appropriate to their individual needs.

4 RSE and Inclusion

We teach relationships education and relationships and sex education to all pupils, regardless of their ability and individual need, in accordance with statutory guidance. This follows the school policy of providing a broad and balanced education to all pupils. Also, class leaders provide learning opportunities that match the needs of pupils with learning difficulties, sensory and communication impairments and conditions including autism, behavioural and emotional difficulties. Class leaders consider the targets set for pupils on their Individual Education Plans and in their EHCP. These targets are renewed three times a year to promote individual progress.

5 Gifted & Talented

For gifted and talented pupils, class leaders will provide additional opportunities to take responsibility, think creatively and use their talents for the good of the class or wider community.

6 RSE & Technology

Technology forms the basis of our teaching strategies. Software is carefully selected to support the teaching and learning of RSE. The use of on-screen text, sound, pictures, animation and video enables pupils to have access to a variety of learning styles, and supports class leads to use different teaching styles. Digital images and video are also used to record and assess pupils' progress in RSE. Internet safety guidance is always strictly adhered to.

7 Assessment for Learning

Pupils demonstrate their ability in RSE in a variety of ways. Pupils' understanding is assessed by making informal judgements through discussion, questioning and observations of non-verbal behaviours during lessons. On completion of a piece of work, the class lead assesses it and uses this information to inform future planning and learning. Feedback is given to the pupil to help guide his / her progress. Pupils are encouraged to develop self-evaluation skills and provide peer group support / evaluation for other members of the class / group.

- 7.1 Each class has an RSE file which contains information of each individual pupil's previous RSE work and where relevant, evidence of work through paper-based activities or photographs. An attainment tracker for each pupil working within the foundations, footsteps, stepping stones, reaching high and reaching higher pathways, is completed after each taught session, which is used to inform future planning, and track subject coverage over time. Pupils working within the Moving on Pathway will be assessed using the *Steps 4 Life* assessment tool. This will also enable pupil progress to be monitored.
- 7.2 RSE work is kept in the RSE files as it may contain sensitive materials, depending on the subject area covered.

8 Resources

Resources have been carefully selected to meet the needs and abilities of all our pupils, including models, images and videos, and schemes of work. The majority of these are accredited by the PSHE Association, and regularly updated. We aim to use a variety of resources specifically linked to learning objectives and/or curriculum pathways to enable our RSE teaching to remain fresh and motivating.

The Footsteps & Stepping Stones curriculum pathways primarily use the NHS Puberty & Sexuality and the Islington 'You, Me PSHE' schemes of work, supported by materials from the NSPCC.

The Reaching Higher curriculum pathway primarily use the 1 Decision & Growing Up with Yasmine & Tom schemes of work and materials from the NSPCC, Think You Know & Google parent Zone.

The Reaching Higher curriculum pathway primarily use lessons and materials from Every Mind Matters, the Medway scheme of work, the NSPCC, NCA-CEOP & Betty Education.

The Moving on Curriculum Pathway supports students working at a wide variety of attainment levels and so may select materials from schemes used in other pathways, if they meet the individual needs of learners and support progress being made. Students working at higher levels will access materials from a range of schemes that have been carefully selected to fulfil the statutory guidance.

Resources to be used prior or during RSE teaching include:

- Letters outlining the proposed subject coverage for individual pupils, which include a permission slip which is to be signed and returned by parents or carers, prior to RSE teaching. These will need to be adapted in light with what is being taught.
- Parent/carers RSE information leaflet
- Parent/carers information slip which needs to be sent home at the end of every session, outlining the content covered and key vocabulary used, to keep parents/carers fully informed of the SRE covered that day.
- SRE attainment tracking format is stored electronically for each pupil
- *Steps 4 Life* assessment tracking tool – 16+ pupils.

At our Boston Spa site, physical resources to be used by or with the pupils are stored centrally in the RSE cupboard in the gym or in the RSE co-ordinator's classroom cupboard. These comprise books, posters,

videos, CD-ROMs, models and artefacts. Additional resources, comprising files and teaching resource books, usable by teachers, are also stored in this area.

At our Woodhouse Learning site, physical resources are stored in the Curriculum Store Cupboard on the first floor.

Specific resources include:

- Leaflets
 - ~ Puberty
 - ~ Menstruation
 - ~ Shaving
 - ~ Sexuality
- Toiletries
- Sanitary protection
- Condom demonstrator and UV fluid
- Condoms
- Light box and UV powder
- Anatomy aprons
- Anatomically correct dolls - male & female

Additional resources are borrowed from the Public Health Resource Centre.

Outside agencies may be involved to support the teaching and learning of RSE where appropriate.

9 Monitoring & Review

The RSE co-ordinator is responsible for monitoring the standards of pupil's work and the quality of teaching. The co-ordinator supports colleagues in their teaching by giving them information about resources, and about current developments in the subject.

RSE files are handed in to the SRE co-ordinator at the end of the school year. Subject coverage is checked, and pupil progress monitored before files are re-organised according to new class groupings and redistributed to staff.

This policy will be reviewed at least every 2 years.

Signed (Principal /Head of School) A.Hodkinson

Signed (on behalf of the governors): E.Hampson

Date: 31.3.2021