

Relationships and Sex Education (RSE) Policy at Hadrian School

Statutory requirements

As a maintained primary school we must provide **relationships education** to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education but where appropriate we do need to teach the elements of sex education contained in the science curriculum. 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.

Aims and Rationale

Relationship education is learning about positive relationships, with particular reference to emotional development, friendships, family relationships, relationships with other peers and adults, emotional, social and physical aspects of growing up and being safe. At Hadrian School our relationship education is focused on giving children essential skills for building positive, enjoyable and respectful relationships and staying safe. It also helps our pupils to develop awareness of their bodies, their feelings and their physical and emotional development. It provides them with opportunities to develop their self-esteem and approach the experiences of growing up with confidence and understanding.

We recognise that relationships education may be delivered in different ways according to the curriculum pathway and individual strengths and needs of the child. Relationships education at Hadrian School will support children's long-term and short-term outcomes as detailed in their Education Health Care Plans (EHCPs) as part of SEMH and preparing for adulthood outcomes.

We will support all pupils with their emotional and social skills through the application of the Thrive Approach across school. We recognise that the adult-child relationship is vital when developing the child's social and emotional skills essential for life and learning. At Hadrian School we understand that behaviour is a communication of a need. We look for the emotional need being communicated and use this as an opportunity to support the child's emotional learning, the development of their self-awareness and the widening of their window of tolerance. Through highly differentiated and personalised communication, engagement and creative activities our teaching and learning focuses on relationship-building and ensures accessibility. Decisions to deliver sex education with individual children or particular cohorts may be made where a need has been identified. In this case, the decision will be made in agreement between the teacher, senior leadership team, parents / carers and health professionals. Such cases this will likely focus on ensuring the children are prepared for the changes that adolescence brings and/or drawing on knowledge of the human life cycle to explain how a baby is conceived and born.

Curriculum and Delivery

At Hadrian School we take into account the developmental differences of all our pupils and their individual needs when ensuring that relationships education is accessible for all pupils. We do this through highly personalised and differentiated teaching and learning that meets the needs of all our pupils. Our pupils access a specific curriculum pathway according to their individual strengths and needs. Pupils will experience either a 'Subject-Specific' curriculum (phase 7 and above), an 'Exploration and Discover' curriculum (phase 5-6) or a 'Sensory and Therapeutic' curriculum (phase 1-4) as appropriate. Within each curriculum pathway children will be engaged in personalised learning specific to their individual strengths and needs. All children will address relationship education through their specific SEMH outcomes on their EHCPs / Personalised Learning Plans (PLPs), as part of daily routines, the Thrive Approach to supporting children with their emotional development and through whole-school events as detailed in our PSHE calendar. Additionally, pupils on a subject-specific curriculum will cover aspects of relationship education during PSHE lessons.

At Hadrian School relationships education is complimented by The Thrive Approach and aims to empower our pupils to build positive relationships with peers and adults and support their emotional and social development. The Thrive Approach draws on the latest research into neuroscience, child development theory and attachment theory. It helps us to understand how children's brains develop, and how we can best support this development by providing the best experiences for the children at each stage. Thrive also helps us to better understand the children's needs being signalled by their behaviour.

The Thrive Approach offers practical strategies to address children's individual needs. Thrive promotes their emotional and social growth by building positive relationships between a child, their peers and the teaching staff and helps them explore and understand their feelings through various activities.

Thrive sessions at Hadrian may take place as part of a whole-class, in a small group or on a 1:1 basis as appropriate. Thrive activities vary according to the individual needs of the children but may include such things as: arts and crafts; sensory exploration; movement and relaxation, role play and puppet work; games; outdoor learning; massage; and intensive Interaction.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development.

Repetition of these activities supports their development, helping them to:

- Feel good about themselves
- Increase their sense of security and trust
- Increase their emotional well-being
- Improve their capacity to be creative and curious
- Increase their self-esteem and confidence to learn
- Learn to recognise and regulate their feelings.

Across all ages and developmental stages, our focus is on supporting pupils with the fundamental building blocks and characteristics of positive relationships, with particular reference to feeling safe and secure, developing confidence and resilience, friendships, family relationships, and relationships with other children and with adults. Where appropriate, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys and resources and so on. Where appropriate teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

We adopt a Tool-kit approach to supporting teachers to deliver relationships education. This includes Our Creative Curriculum topics, Thrive assessments and profiles, EQUALS schemes of work (including 'My Independence', 'My Play and Leisure' and 'The World Around Me'), schemes of work from the PSHE Association and our PSHE Calendar. The PSHE toolkit is a dynamic resource that is continuously reviewed by the PSHE Curriculum Lead to ensure the current provision continues to support pupils to develop the knowledge, skills and attributes the need to keep themselves healthy and safe, and prepare them for adulthood.

All aspects of RSE are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Hadrian School we are committed to achieving Newcastle Health schools Status and The Attachment and Trauma Sensitive Schools Award in 2022/23.

Parents' right to withdraw

Hadrian School recognises that parents and carers are key figures in helping their children to cope with the emotional and physical aspects of relationships and growing up. Through good home-school communication concerning the child's curriculum and learning outcomes, parents are encouraged to support their children with relationship education. Parents have the right to withdraw their child from sex education, other than those parts included in the statutory science curriculum. Parents and carers are informed of any sex education and are given the opportunity to give or refuse their permission for their children to participate in the non-statutory/non-science components. Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Alternative learning arrangements will be made for pupils who are withdrawn from sex education.

Related relevant policies

This policy should be read in conjunction with the following other policies:

- Anti-bullying policy
- Behaviour support policy
- E Safety policy
- Equality policy
- Keeping children safe in education
- Children in Care policy
- Safeguarding and child protection policy
- SEND policy.

Confirmation that the Relationships and Sex Education (RSE) Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____