




Nether Hall School

# RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Policy Date:</b>	June 2023	<b>Policy Review Date:</b>	June 2025
<b>Responsible Person:</b>	Liz Jenkin		
Sarah Naylor Headteacher	Signature: 	Date: 5/6/2023	
Adrian Keene Chair of Governors	Signature: Not Required	Date:	

Relationships education is learning about friendships, families and people who support us. It teaches about turn taking, kindness, consideration and respect. Pupils learn about the importance of seeking and giving permission and the concept of personal space, appropriate touch and privacy.

Relationships and Sex Education is learning how to develop healthy, nurturing, loving relationships, with families, friends and in intimate relationships. It teaches about physical, moral and emotional development. The teaching of sex, sexuality and sexual health does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

It is important to ensure young people know how to keep themselves safe, and make informed and healthy choices as they progress to adult life. RSE gives them the knowledge that will enable them to make these decisions and put them into practice when faced with risks and challenges. It helps them to recognise that everyone is different and will face difficult situations in their life, but that they can be resilient and know how to access the right support when they need it.

## **PURPOSE**

Nether Hall School delivers a Relationships and Sex Education (RSE) curriculum within the PSD and Exploring the World areas of learning which:

- meets the requirements of the New Statutory Guidance (effective from Sept 2020)
- responds to the needs of individual pupils across all key stages and in Post 16 through positive, motivating and challenging learning experiences.
- forms an important part of safeguarding and teaches about abuse including abusive relationships and what to do to keep safe
- teaches about families and caring and respectful relationships.
- respects cultural and religious values whilst ensuring pupils are well informed and kept safe
- takes into consideration the pupils' disabilities and learning needs and their increased vulnerability
- fosters gender equality and LGBT+ equality and accepts and celebrates difference

## **AIMS**

Through the teaching of a well-planned and resourced RSE curriculum, pupils at Nether Hall School will:

- have knowledge and understanding of their physical, social and sexual development, appropriate to their understanding, which informs their decision making, personal relationships and behaviour through into adult life,
- develop positive self-esteem and skills to successfully manage their sexuality and relationships in private and public settings, including the skills and confidence to identify and resist unwanted sexual experiences, exploitation and pressures from peers and the media.

- understand the need to value and respect themselves and others, the possible consequences of their sexual behaviour and the need to take responsibility for their actions.
- have an awareness of their bodies and an awareness of their relationships with other people.
- develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- know how to be safe, including online, and be able to identify sources of support and advice to help them positively manage their sexuality and relationships.
- be healthy both mentally and physically
- demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

## **ROLES AND RESPONSIBILITIES**

The RSE programme will be led by PSD leader with the support of senior leaders and the governing body. The aims and intended outcomes of our approach are encompassed within the school visions and values. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. The RSE programme will also be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

It is the responsibility of the Head Teacher/PSD leader to ensure that:

- both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- they liaise with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- monitoring of this policy take place on a regular basis, and reports to governors/trustees provided when requested.
- parents are given up to date information on how RSE is taught through letters, parents meetings and phone calls.
- parents have their views and ideas respected and are provide with relevant training and help where required, to also be able to support pupils RSE development at home.

## **SUBJECT CONTENT**

All pupils can access RSE and the long-term plans and outcomes grids for PSD define the RSE content to be taught to pupils in each class. The Key Components relating to RSE that are covered in each pathway are:

## **Asteroid**

My Health – toileting, washing, eating, exercise

My Community – people

My Future – people who support me

My Independence – dressing

My Relationships – my body, touch, emotions, relationships

## **Comet and Meteor**

My Health – toileting, washing, eating, exercise, sexual health, hurt/illness

My Community – people

My Future – people who support me, choices and decisions

My Independence – clothes, safety

My Relationships – emotions, families and friend, intimate relationships (secondary and sixth form), my body, touch, strangers, bullying, private and public

All pupils on the Comet and Meteor pathways are taught through discrete RSE lessons that take place each week. PMLD pupil entitlement is provided through individual programs, including Learning Priorities, Area Learning Priorities and EHCP's.

We also teach some RSE across the school, through thematic learning opportunities. We believe these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Event days, thematic topics and assemblies provide more opportunities for RSE to be taught, covering areas of learning including Stop and Tell relating to inappropriate touch and Online Safety

Informal learning opportunities at break time and lunch time are an important part of RSE, more so than in many other schools because pupils often have only limited access to their peer group outside of school and much of their socialisation takes place in school.

Our School RSE Ethos is a supporting document that provides guidance to staff on how to teach RSE topics to ensure a consistent approach across the school. This enables us to meet all pupils needs and ensures that staff keep personal views and beliefs private.

## **SAFE PRACTICE**

When teaching RSE we will ensure a safe learning environment where pupils feel comfortable to ask and answer questions, where their ideas and opinions are respected and where they don't feel judged by adults or their peers. Distancing techniques such as a question and answers box, puppets, role play and videos help pupils to feel safe to share and ask questions whilst protecting their privacy

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims in our RSE Ethos and curriculum content for RSE. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged.

To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At Nether Hall we encourage children to develop skills in these areas so that they are equipped with strategies to help

themselves in preventing or reporting harm or abuse. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and in these situations, staff follow our safeguarding practices as set out in our safeguarding policy.

### **SPECIFIC ISSUES**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

When a pupil is three terms before they turn 16, they can then make their own decision whether or not they wish to withdraw from RSE. Due to the Special Needs of our pupils, this decision will be discussed carefully with them and their parents.

RSE topics that may be included at Key Stages 1 and 2 where appropriate, include teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

At Key Stage 3 and 4, RSE includes teaching about reproduction in humans where appropriate, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

Pupils forming relationships, developing social skills and developing sexual awareness is readily observed in school due to the need for greater supervision to maintain a safe environment for all pupils. School staff need to be aware that a sensitive positive response both to questions about developing sexuality and social behaviour is required. Holding hands, seeking time to talk with a partner and displays of affection are aspects of growing up and are appropriate and acceptable in school. Staff will also need to provide positive guidance for pupils when instances of exploitation and behaviour that is not acceptable in public (kissing in the playground, overtly sexual behaviour) are observed.

### **TEACHING AND LEARNING STYLES**

RSE lessons are differentiated by staff to ensure the individual needs of children are met and a wide range of teaching techniques are used including:

- small group discussions
- same sex class groupings when teaching specific topics such as menstruation.
- individually targeted instruction
- photos, drawing, symbols and worksheets
- exploring real resources such as sanitary towels and condoms
- role play, dressing up and small world imaginative play
- the use of anatomical dolls and replica models of body parts.
- visitors and health professionals
- PowerPoint presentations and DVDS

## **SHARING INFORMATION WITH PARENTS**

Nether Hall acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence and the policy will be available to parents through the school website

We are committed to working with parents and carers by holding information sessions/ workshops for parents to enable them to be confident to answer their children's questions and through signposting to other resources to support them at home.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

## **ASSESSMENT AND RECORDING**

Pupils knowledge and understanding of RSE can be recorded on Evidence for Learning after whole class lessons or as individual learning situations arise. Pupils may also be set individual RSE targets as part of their Learning Priorities. Their progress is assessed using the Nether Hall scales and recorded on Evidence for Learning. This evidence informs next steps in learning for an individual pupil. Some pupils are encouraged to reflect on their own learning and consider when objectives are met and suggest ideas for their next Learning Priority.

Pupils EHCPs may include RSE outcomes which are reviewed annually with parents, staff and other specialist at their EHCP meeting. Progress towards these outcomes is recorded on Evidence for Learning.

In the Sixth Form, RSE progress is also recorded through the AIM award accreditation as well as individually using Evidence for Learning.

The PSD area leader, monitors the progress made by pupils across school and discusses progress and concerns with class teachers. Support and training is provided when required.

## **RESOURCES**

Resources, such as books, film clips, anatomical dolls and plastic body parts, are used to support and promote pupils understanding and are regularly reviewed. We carefully select resources which meet our learning objectives and evaluate teacher resources, leaflets and videos, before using them.

RSE materials and resources are held by individual class teachers and centrally in the PSD cupboard.

Purchasing new RSE materials and resources is undertaken by the PSD leader through the subject development planning process. Resources include teacher reference books as well as classroom resources. New purchases are identified by class teachers, the PSD leader from information provided by publishers of commercial curriculum materials and at professional development courses.

Work planned by teachers in previous years can be a valuable resource for planning and similarly materials either created or modified by teachers form part of the resources inventory.

## **MONITORING AND EVALUATION**

The area leader role includes:

- Monitoring pupil learning outcomes by evaluating Learning Priority data for PSD.
- Evaluating current policy and government guidance
- Monitoring the quality of teaching and planning through learning walks and analysis of Medium-Term Plans
- Providing training and evaluating the effectiveness of training delivered to meet needs revealed by the monitoring and evaluation process.
- Supporting staff to critically reflect on their RSE sessions and deliver high quality RSE lessons.
- Involving pupils in the evaluation and development of RSE, through discussion with pupil voice and with individuals within classes

The policy has been written by Liz Jenkin and agreed by SLT and governors and will be reviewed every 2 years. Parents have been informed of the change(s) made and invited to comment.