



DURANTS SCHOOL – POLICY DOCUMENT

Relationships and Sex Education Policy

March 2023

Reviewed & updated: March 2023 (Jackie Burke)

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Durants School Relationship and Sex Education (RSE) Policy

This policy refers to and should be read in conjunction with:

- ◆ *Planning, teaching and assessing the curriculum for pupils with learning difficulties - Personal, social and health education and citizenship* QCA
- ◆ *The National Curriculum Key Stages 3,4 and 5*
- ◆ *Equal Opportunities Policy*
- ◆ *Keeping Children Safe in Education (KCSIE)*
- ◆ *Durants school PSHEE and Citizenship policy*
- ◆ *Guidelines / Programme of study KS3-5, Durants Programme study KS3 & 4*
- ◆ *Equality Act 2010 and schools*
- ◆ *SEND Code of Practice*
- ◆ *Mental Health and Behaviour in Schools*
- ◆ *Promoting fundamental British Values as part of SMSC in schools*
- ◆ *Statutory guidance forwarded by the Secretary of State (Sept 2021)*

DEFINATION

Relationships and Sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, (Including GLBT) sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE) and ASDAN.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

INTRODUCTION

Relationship and Sex education is part of our PSHEE&C and Science curriculum and within the context of the National Healthy School Standard, which four aims are to:

- Develop confidence and responsibility and make the most of pupils' abilities.
- Prepare to play an active role as citizens.
- Develop a healthier, safer lifestyle.
- Develop good relationships and respect differences between people.

We can therefore ensure that our pupils receive sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life. We also ensure that the teaching about mental wellbeing is central to all topics, in all subjects for all students and especially for our most vulnerable students.

LEGAL REQUIREMENTS:

Learning Personal, Social, Health and Economic Education (PSHEE) and citizenship helps pupils develop as individuals in a wider society, and enables them to become healthy, independent and responsible members of society. Through Relationship and Sex Education (RSE), pupils learn to

understand themselves physically, emotionally, socially and sexually and to understand their relationships with others, and learn to identify risks and stay safe. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

RSE is compulsory in all secondary schools throughout England. The statutory guidance is taken from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Every local authority, Head teacher and governing body has a statutory responsibility to take account of this guidance which requires that RSE be provided. Furthermore, a written RSE policy, which is open to Ofsted inspection, must be in place and should be available to anybody working in the school setting. The Department for children, schools and families (DCSF) SRE guidance (2000) builds on these legal requirements and emphasizes best practice by recommending that RSE is planned and delivered as part of Personal, Social, Health and Economic Education and Citizenship (PSHEE&C).

Due to the nature of this policy, parents/carers will be informed of any Statutory/other changes made to the contents of this policy.

PRINCIPLES:

Sex and Relationship Education will contribute to the foundation of PSHEE and Citizenship by ensuring that all pupils

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how they work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.
- Are supported through their physical, emotional and moral development.
- Learn to respect themselves and others.

Sex education at Durants School will:

- Be developmental and a foundation for further work throughout the school.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at school.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Work with Parents and communicating clearly the subject matter being taught in class.

PROCEDURES:

The Sex and Relationship education programme will, when appropriate:

- Provide information which is easy to understand and relevant and appropriate to the age, maturity and levels of needs of the pupils.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and attitudes.
- Encourage pupils to develop respect for themselves, respect for others, responsibility for their actions and responsibility for their family, friends, school and wider community.
- Help pupils to appreciate the benefits of family life and be aware of the responsibilities of parenthood.
- Be aware of the nature and importance of marriage for family life while recognizing there can be strong and supportive relationships outside marriage.

- Help pupils build their self-esteem.
- Teach the taking on of responsibility and the consequence of ones' actions in relation to sexual activity and parenthood.
- Provide older pupils with information about different types of contraception, safe sex and how they can access local sources of further advice and treatments.
- Give young people a clear understanding of the arguments for delaying sexual activity and resist pressure.
- Be sensitive to issues of sexual identity without promoting sexual orientation.
- Give older and more able pupils knowledge of sexually transmitted diseases.

TEACHING STRATEGIES:

As much as sex and relationship education is covered when and where appropriate and questions are dealt with as they arise, and most of this subject is taught within class groups. However, single gender groups are used as deemed appropriate, and when relevant there are opportunities for girls and boys to be provided with a separate session with the school nurse.

In teaching RSE schools should ensure that the needs of all pupils are appropriately met and that pupils understand the importance of equality and respect. Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics (LGBT).

A range of teaching and learning methods are used and aim to stimulate the pupils' interest and encourage their full participation. In addition to catering for varied learning needs and learning styles, the teachers will:

- Establish ground rules with the pupils (no one will have to answer personal questions, be forced to take part in discussion, only the correct names of body parts will be used and the meanings of words will be explained in a sensible and factual way).
- Use distancing techniques (role play will be used, case studies with fictional characters and appropriate videos will help to discuss sensitive issues and therefore support and develop decision making skills in a safe environment).
- Know how to deal with unexpected questions or comments from pupils.
- Use discussion and appropriate materials.
- Encourage reflection.

In addition, in implementing the programme of study, the following issues will be considered:

- Pupils' needs vary considerably between year groups as well as within year groups.
- The cultural and religious background of all pupils must be considered.
- Teaching is sensitive and age appropriate in approach and content.
- The school will seek to complement the role of parents.

OUTLINE OF TOPICS TO BE TAUGHT – refer to PSHEE&C guidelines for programme of study

We aim to develop *attitudes and values* through:

- providing opportunities to experience and learn the value of love, respect and care towards and from other people
- modelling appropriate behaviour towards other people and discussing their feelings.

- discussing moral issues including concepts associated with right and wrong.
- promoting an attitude of respect for individual and cultural differences.
- promoting positive self-images.
- exploring and developing the concept of family and family life.

We aim to develop *personal & social skills* through:

- learning how to share and co-operate with others.
- experiencing being part of a community within the class, the school, and the wider community, enjoying the benefits and learning to accept the responsibilities this brings.
enabling pupils to express preferences, communicate needs, make decisions, choose options that other people act upon and respect.
- supporting pupils in learning to understand appropriate and inappropriate behaviour and manage their own behaviour and emotions.
- enabling pupils to make choices and deal with the consequences that these may bring.
- enabling pupils to make choices based on an understanding /acceptance of differences and absence of prejudice.
- developing self-respect and empathy for others.
- developing self-awareness and self-esteem.
- developing skills to manage potential conflict and upset.
- learning how to assert oneself appropriately and so avoid abusive exploitation.

We aim to develop *knowledge and understanding* through:

- developing body awareness and physical control.
- developing an understanding of their ability to influence the environment.
- developing a knowledge of gender, growth and development.
- learning when privacy is appropriate and how to protect one's own privacy.
- promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them.
- developing an understanding of physical feelings, including physiological responses to touch and the issues related to masturbation.
- developing an understanding of own and others sexuality, sex health, emotions and relationships.
- Learning about healthy lifestyles.

MONITORING AND EVALUATION

Assessment is ongoing. Pupils are also assessed each term against the P scales and national curriculum levels. Elements of sex and relationship education that are included in the science curriculum will be assessed formally, and teachers keep their own personal evaluation of lessons on their weekly planning sheets, and discuss these with members of the senior leadership team if any issues arise.

There are two broad areas for assessment:

- Children’s knowledge and understanding.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, making decisions and promoting positive relationships.

PARENTS/CARERS

Involvement of parents and carers is crucial to the development of our pupils, particularly in the area of sex and relationship education.

We will work with our parents and carers and work towards a sex and relationship education programme that will complement and support their role as parents and carers. School will advise and support parents and there will be opportunities for parents to share their views and concerns through regular coffee mornings/courses (Cygnet – Parent Information Sessions about Autism, covering Puberty, Sexual Wellbeing and Relationships)

We will ensure that we give parents/carers the right to withdraw their children from all part of sex and relationship education.

WORKING WITH THE WIDER COMMUNITY

We will work with Health Professionals through our school nurse.

Where applicable, we will work with social workers.

CONFIDENTIALITY

Teachers understand that they cannot offer or guarantee confidentiality to pupils seeking advice on matters relating to sexual relations because of the vulnerability of our pupils. The school recognizes that because the role of parents and carers is central, they must be informed of any matter regarding the pupil’s sexual health. It is only in exceptional circumstances that the school would handle information without parental knowledge. In these circumstances, it is likely that the school’s child protection procedures would be followed.

The school has clear guidelines for child protection. Staff should be aware of the signs of abuse and know to whom they should report their concerns or suspicions. Staff will receive training and regular updates on the school’s child protection procedures.

CHILD PROTECTION

We will provide a safe and secure environment. Staff will be aware of any fears or worries that children may bring and will understand that effective sex and relationship education can lead to disclosures of a child protection issue, in which case the school’s child protection procedures will be strictly followed.

