

SEPTEMBER 2018



# RELATIONSHIP AND SEX EDUCATION AND HEALTH POLICY

SPRING COMMON ACADEMY TRUST  
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

## Context:

The school takes into account the consultation and guidance document July 2018 from DFE: 'Relationships education, Relationships and sex education (RSE) and health education. This guidance is issued under Sections 34 and 35 of the 'Children and social work Act'2017. This 2018 guidance replaces the 'Sex and relationships Education guidance' 2000.

This policy guidance should read in conjunction with:

- Keeping safe in education (KCSIE)
- Behaviour and discipline in schools
- SEND code of Practice 0 -25
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying in schools including advice on cyber – bullying
- Sexual violence and sexual harassment between children in schools
- Equality and human rights commission advice
- Promoting PREVENT and Fundamental British values as part of SMSC in schools.
- National citizen service for schools.

We take account of the fact that children and our young people are growing up in a digital world and they can live their lives on and offline providing both opportunities and risks. As a result 'relationship education and sex education together with health education are compulsory in school.

## **OVERALL AIMS**

Our overall aim is to encourage pupils to do things for themselves, promote confidence and develop within each pupil the ability to make clear, everyday decisions and choices and to act upon these choices within relationships.

To create a safe, supportive and caring community for everyone where we recognise every step taken by everyone and make our school a happy community where everyone feels they belong.

Support our pupils to understand that that the principles of positive relationships and that they apply as much online as they do offline. When teaching our relationships content we will address behaviours that support personal safety both off and online.

Teachers as part of relationship education will support children to understand protective measures to keep themselves safe, report abuse (emotional, physical and sexual). Together with parents we will support our children to appreciate their rights over their own bodies and to report any concerns.

At all key stages we shall focus on boundaries within relationships, friendships and peers to support children to gain positive relationships, resilience and character virtues that are protective to help them to become active citizens.

## **WHAT IS RSE?**

Relationship and sex Education (RSE) is an area of pupil learning that:

- Is developed through a taught and planned series of activities within the curriculum, normally as part of PSHE.
- Is also explored through other classroom work such as storytelling, circle time and drama activities.
- Contains many relationship issues which are addressed in one to one interactions with staff throughout the day as well as chances for socialising and getting on with others that pupils have through both planned learning activities and 'play' and leisure activities.
- Underpins other parts of the school day such as assemblies and meal or snack times offer other learning possibilities through changing social interactions.

## **SPECIAL CONSIDERATIONS**

We share the belief that "All people are sexual beings whatever their learning ability" and as such have the same value, the same needs and the same human rights as any member of our society. They have the right to enjoy their sexuality, to have the freedom to practice it and to have it recognised by others.

Sexuality is not limited to sexual practice, but it is also a way of expressing personality. Children and young people with learning difficulties show the same interest in sexual activity as everyone else. Pupils have a need for and right to:

- Clear practical information and guidance.
- Personal and social skills to enable them to develop relationships independently.
- Guidance on appropriate sexual behaviour.
- The sexual preferences of our pupils will be respected and supported.

## **AIMS AND OBJECTIVES**

To help pupils:

- Form and maintain relationships of all kinds with peers, family members, carers and friends.

- Understand and learn social boundaries – what is and what is not acceptable.
- Understand the feelings they may have and how to express them appropriately.
- Know about the ways their bodies work and the changes as they grow.
- Increase self-awareness and facilitate a development of self-advocacy.
- Develop interpersonal, decision making and assertiveness skills.
- Develop the skills to recognise and reduce the risk of abuse and exploitation.

## **RESPECTING DIFFERENCE AND DIVERSITY**

We aim to provide an environment that is free from discrimination on any grounds within the Equality Act 2010 including gender, race, ethnicity, colour, nationality, disability, sexual orientation, age, religious or political belief.

We accept in a special school that recognises each learner may be at a different stage of their emotional, social, physical, personal and intellectual growth and therefore our pupils require opportunities for content within the RSE and health curriculum to be adapted and personalised to meet individual needs in discussion with parents and carers.

When teaching RSE and health education we acknowledge that individual families will have their own cultural diversity and ethos in relation to human sexuality and sexual relationships. However all children have human rights and that includes safeguarding them from any form of abuse.

We do not aspire to provide the moral guidance to pupils that is part of the family ethos but will ensure that the RSE delivery is never value free and we will support parents in how best they may approach moral issues with their child in discussion with them.

## **THE MORAL AND VALUES FRAMEWORK**

The DfES Guidance states that SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students and that it should stress the importance of relationships and marriage for family life, stable and loving relationships, respect, love and care and the teaching of sex, sexuality and sexual health.

To ensure that when talking about human sexuality in school we locate sexual activity with others firmly in the context of a marriage or loving and stable relationship.

### **Among the values promoted are:**

- Respect for oneself and other people
- Responsibility for one's actions
- Responsibilities within the family
- Importance of a relationship that is not coercive

- Sensitivity towards the needs and views of others
- Recognising the implications and risks of certain types of behaviours
- Recognising and accepting the differences and views of others

## **PARENTAL RIGHT TO WITHDRAW THEIR CHILD**

Parents have the right by law to withdraw their child from all or part of the sex education programme except those elements covered by the National Curriculum.

Relationship education and health education is compulsory.

Any parent who wishes to withdraw their child from sex education should speak to their teacher to talk through concerns and the changes they wish to make. All requests will be met sympathetically and all effort will be made to ensure the pupil retains their access to all acceptable areas of the RSE programme.

At Spring Common Academy Trust:

- We accept that all people are sexual beings, whatever their learning and/or physical impairment and that any consenting disabled young person who wishes to have a sexual relationship should be allowed to do so within the limits of the law.
- Throughout the development and delivery of RSE and health education programmes the school remains mindful of the pupils' individual ability in the area of communication and use of augmentative communication aids, their ability to make judgements and to give informed consent and how these will impact the content chosen and presented to meet the individual needs of pupils.
- Disabled young people are likely to show the same sexual preferences, including those for the same sex, and the same varieties of sexual behaviour as other members of society. Within the limits of the law, these preferences will be respected and supported.
- Disabled young people have the right to full sexual relationship including sexual intercourse in their personal life and the right to carry these out in private.
- Masturbation is normal sexual behaviour. Disabled young people will not be made to feel guilty about masturbation, nor be prevented from doing it in private.
- Pupils will undertake modules on public/private places and private body parts. Pupils are supported to develop their understanding of appropriate actions and behaviours.
- We recognise that intimate personal care will be made available from staff. We will inform parents about these arrangements.

- Whilst we support the view that forming intimate relationships is an important part of emotional development, as a schools setting, appropriate behaviour for a public venue is always reinforced. Within the context of RSE sessions the nature of more intimate relationships may be explored, this may be done on an individual basis.
- All opportunities will be used, within a planned structure, to model and encourage appropriate forms of social behaviour and to develop understanding of the difference between public and private activities and places.
- Disabled young people have a right to privacy and to be treated with respect. The pupil's privacy is respected and accepted by all members of staff. Pupils are encouraged to respect the privacy of their peers.
- The right to make relationships includes the right to make mistakes. Our young people are to be supported in taking opportunities for relationships and sexual activity even if this involves an element of risk such as the risk of rejection, while minimising the risk of harm.
- The right to engage in sexual relationships in their personal life is accompanied by the right to information about contraception and safer sex practices and health. The young person's choice in these matters will be paramount.
- The RSE programme is shared with parents/carers and appropriate modules are developed from this taking into account individual needs. Contraceptive education is one of the options considered.
- If discussing sexual intimacy in relation to an individual, condom use will be strongly encouraged.
- Relationship and Sex Education at KS3 and 4 may be taught in groups according to their ability to access the information rather than class groups.
- As with all elements of our programme, content is based on individual development taking into account individual needs. Personal hygiene is routinely covered within the programme.
- The curriculum encourages pupils to make choices necessary for good health and supports pupils in expressing themselves if they are unwell. Pupils are supported by having access to a school nurse and are encouraged to seek advice.
- A programme of RSE is available and offered to all pupils to enhance their understanding and skills in personal positive relationships.
- The involvement and support of parents and carers can be invaluable in enhancing pupil's learning, understanding and skills in the area of

personal relationships and sexuality. We feel that parents and carers are essential in supporting the RSE programme. If this is to be maximised, open, honest and clear discussion needs to be held between staff delivering the programme and parents/carers. A common language will be used and learning which takes place in the RSE programme can be reinforced by family and home.

- Before the delivery of more explicit modules a letter is sent home outlining the content of the unit of work. Annual training for parents will be offered by the school's SRE Co-ordinator.
- Individual pupils may have specific objectives and these would be shared with parents and carers through discussion, IEPs, Personal Care Risk Assessments or Pupil Support information. The school will seek the advice of other professionals as appropriate.
- All staff share responsibility, directly or indirectly, for allowing young people to express their sexuality and for helping them to understand about relationships and sex. Any member of staff who has queries about or difficulties in supporting or being actively engaged in the programme should arrange to discuss this with the Head teacher.
- Training for all members of staff is central to the recommendations of this policy. Staff will be supported in any aspect of their work, which concerns relationships and sexuality.

## **SCHEME OF WORK FOR SEX AND RELATIONSHIP EDUCATION**

### **1. Provisions**

RSE is part of our PHSE scheme of work and all pupils from Key stage 2 follow a year programme which will now take place in the first half of the summer term for 6 weeks. Each group will have weekly session.

As a school we advise that each pupil has a right to be included and to participate at their level. To be more effective it will occasionally be appropriate to deliver specific aspects of the scheme in single sex groups.

Key stage 1 pupils do not have discreet lessons and they will be taught relationships education within curriculum topics.

## **2. Schemes of work: RSE and health education.**

**The schemes of work will include the following areas of learning:**

### **KEY STAGE 1**

- Caring for each other
- Body awareness
- Hygiene

### **KEY STAGE 2**

- Self-esteem: the wonderful me my qualities (good friend, helper, polite)
- Body parts public and private symbols and signs
- Gender
- Understand private and public places ; what is not done in public
- Hygiene
- Start changes at puberty

### **KEY STAGE 3**

- Self -esteem
- Consolidate private parts symbols and signing
- Check they know their gender
- Check understanding of private versus public
- Body fluids leading to
- Changes physical at puberty menstruation and semen, wet dreams
- Hygiene
- Psychological changes at puberty
- Changing friendships
- Changing relationship with parents
- What make a good friends
- What other relationship do we have, acceptable behaviour
- Appropriate touch
- Learn to assert yourself practice saying no role-plays

### **KEY STAGE 4 & 5 P LEVELS**

- Taking stock : public and private parts symbols and sign
- Recognise difference between private and public places
- Appropriate behaviour
- Body changes, menstruation, semen
- Recognise emotions what make you happy/sad.
- Review hygiene and appropriate behaviour.
- Good relationship and being happy

### **KEY STAGE 4 & 5 NATIONAL CURRICULUM LEVELS**

- STDs
- Contraception.
- Preparing to move in wider circles

- And resist social pressure /assertiveness
- Learn to negotiate
- Sexual feelings
- Difference between like and love
- What are we looking for in a partner
- Would you be a good partner
- What is important in a good relationship

Teachers will differentiate the coverage and content of these areas of learning to suit the individual needs of pupils in the class.

Classes with a wider ability range could be divided into smaller groups to ensure the pupils fully understand the content of the lessons.

If more in-depth information is needed especially regarding sexual relationships sessions may be arranged with external health providers.

Policy agreed on: September 2018

Signed on behalf of the Trustees \_\_\_\_\_

Committee: Teaching, Learning and Welfare Committee

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Website **Y**/N