




Yewstock School



# Relationships & Sex Education Policy

<b>Date reviewed by CC</b>	<b>15.01.2024</b>	<b>Policy Type</b>	<b>Statutory</b>
<b>Date adopted by FGB</b>	<b>29.01.2024</b>	<b>Review Cycle</b>	<b>Annually</b>
<b>Date of next Review</b>	<b>14.01.2025</b>	<b>Signed by Chair of Governors</b>	
			

## ***Mental Health and Wellbeing Statement:***

*Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.*

*All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.*

*Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.*

# **Relationships and Sex Education Policy**

## **Status: Statutory**

### **Introduction to Yewstock School**

Yewstock School is a day community school for children with Profound and Multiple, Moderate, Severe or Complex learning difficulties. Some children have additional sensory impairments, speech and language disorders, or medical needs, and others are on the autistic spectrum. The school provides for 165 pupils between 4 and 19 years.

### **Intent of RSE at Yewstock**

#### **Rationale & Ethos**

Relationships and Sex Education is a vital part of the wider curriculum and whole-school ethos at Yewstock, which aims to nurture our pupils and give them the skills, attitudes and understanding to develop into happy, confident individuals who are able to lead safe, healthy and fulfilled lives and make a meaningful contribution to society. Coping with growing up and dealing with personal relationships has always been difficult, but today's young people are living their lives seamlessly on and offline in an increasingly complex world. Moreover, the additional needs of the pupils at Yewstock School makes them even more vulnerable within society than their mainstream peers. At Yewstock, we are therefore committed to delivering high quality RSE, which will enable our young people to face the challenges, manage the risks, and make the most of the opportunities that growing up brings.

#### **Outcomes**

Our RSE programme recognises and respects pupils' different abilities, levels of maturity and personal circumstances, but the main outcomes are that pupils will:

- develop greater self-esteem and self-respect
- show empathy and respect for others, and develop positive attitudes towards diversity, including in family set-up, sexual orientation and gender identity
- be able to form and manage healthy relationships of all kinds
- understand and be able to manage the physical and emotional changes and challenges of growing up in a positive and healthy way

- develop the understanding and skills to keep themselves and others safe
- develop responsible attitudes towards parenthood
- understand the sources of help and information that is available to them and be able to ask for support when needed

### **Curriculum Overview**

RSE learning will, of course, be tailored to the emotional and cognitive level of students but the following gives a broad picture of the topics covered:

#### Key Stage 1 / Lower Key Stage 2

- being me – self-awareness, making choices, communicating feelings
- parts of the body (including private parts) and gender
- working and playing together – social skills and communication, appropriate behaviour
- my family
- people who help us
- stranger safety
- permission seeking and giving
- safe/unsafe touch
- asking before we touch, and saying 'no' to unwanted touch
- growing and changing

#### Upper Key Stage 2

- being me - personal identity, talking about uncomfortable feelings
- being a good friend and managing friendship problems (including online)
- recognising and responding to hurtful behaviour including bullying (of self or others)
- different types of family (including same-sex) and how families should care for each other
- puberty, including emotional changes and personal hygiene
- how babies are born and what they need
- appropriate behaviour with people they don't know (including online)
- safe, unwanted and unsafe touch
- consent (eg for hugs, holding hands)
- assertiveness and saying 'no'
- gender stereotyping
- seeking help

#### Key Stage 3

- emotional wellbeing, including the importance of good relationships, talking about feelings and nurturing self-respect and self-esteem
- working with others
- dealing with peer pressure
- healthy and unhealthy relationships of all kinds
- dealing with hurtful behaviour, including bullying (of self or others)
- consent
- puberty, including emotional changes and personal hygiene
- fertilization, pregnancy, foetal development and birth
- romantic relationships, including same-sex
- gender identity
- respecting diversity
- staying safe and seeking support, including sexual abuse & CSE

#### Key Stage 4 & 5

- emotional wellbeing, including the importance of good relationships, talking about feelings, nurturing self-respect and self-esteem (including gender identity and body image)

- maintaining healthy relationships and understanding the warning signs of unhealthy / abusive relationships
- types of committed relationship, including marriage
- dealing positively with growing up
- sexual relationships – choices, rights and responsibilities, consent
- unacceptable/criminal behaviour – eg bullying, harassment, stalking, coercive control, sexual abuse and rape, sexual exploitation
- respecting diversity
- sexual health
- pregnancy and birth
- contraception
- parenthood – choices and responsibilities
- effects of pornography on self-image and relationships

## **Implementation**

### **Delivery of RSE**

We deliver RSE across the school as an integral part of Personal, Social & Health Education (PSHE), within a developmental and age-appropriate programme. Most classes will have discrete PSHE lessons, including RSE, either with a PSHE subject teacher or their class teacher. Aspects of the curriculum will also be delivered through activities related to pupils' EHCP outcomes, tutor times and circle times. At Yewstock, the personal and social development of pupils is one of our main aims, permeating through the whole curriculum, and also carried on through informal learning opportunities such as break, snack and lunchtimes. All staff members will cover aspects of RSE through their everyday interactions with pupils, for example addressing appropriate behaviour or friendship issues. For pupils with the most complex needs, RSE will form an important part of their education, even though there may be no specific RSE or PSHE lesson. Pupils will also be taught about human biology, as appropriate to their age and understanding, in Science lessons. ICT lessons will also teach pupils about the benefits of connecting with friends and family, as well as the potential risks to their safety, emotional wellbeing and personal reputation when using technology. Occasionally, outside agencies may be brought in to deliver aspects of the curriculum or to enrich pupils' learning.

### **Teaching Approaches**

RSE will be taught through a range of teaching methods, tailored to the needs, age and developmental stage of the pupils, for example sharing and discussing stories or online clips, paired and group discussions, songs, games and practical activities. We ensure that our teaching and use of resources is sensitive to the varying lifestyles and beliefs of our families, representative of society as a whole, and actively fosters equality including gender and LGBT+.

## **Assessing the impact of RSE**

Learning will be assessed by observation and questioning, and through recorded work and end of unit questionnaires and evaluations, as appropriate. Teachers record pupil learning and progress through our whole school assessment system, Evidence for Learning. Pupils will also be given the opportunity to evaluate their own learning in a manner suited to their needs. These assessments will inform planning and teaching strategies, including additional individual work if necessary.

## **Monitoring and Reporting**

The subject lead and Headteacher will be responsible for monitoring progress in RSE. Teachers will critically reflect on their work in delivering RSE, and learning across the school will be monitored and evaluated through the Evidence for Learning system, as well as through professional dialogue and occasional learning walks. An overview of progress is given through our Annual Reports to parents, who will also have the opportunity to discuss RSE learning at parents' evenings and at the annual EHCP review meetings.

## **Safeguarding**

### **Safe and Effective Practice**

Staff work hard to build good relationships with pupils and create a safe learning environment where sensitive and difficult matters can be discussed. Ground rules are agreed with pupils to ensure respect for everyone's feelings, opinions and privacy. Distancing techniques such as stories and online clips are used to depersonalise issues and enable more open and objective discussion, and pupils are able to talk in small groups as well as with the whole class. Pupils are also aware that they are able to ask questions anonymously through questions boxes, or talk to staff on a one-to-one basis. Staff will be mindful of the needs and experiences of different pupils, as well as their position of influence, and will present information, guide discussion and answer questions in a sensitive, open, frank and matter-of-fact way. In addition, an important part of PSHE learning, including RSE, is understanding the importance of talking about feelings and concerns with a trusted adult, and pupils are encouraged to identify who these people are for them - at school, within the family or in other organisations such as youth clubs.

### **Confidentiality**

Every attempt is made to keep information divulged by pupils confidential. However, we reserve the right to inform parents and carers and/or other agencies if we feel that the information reveals incidents that might be harmful to the pupil. When outside agencies provide classroom sessions they must be aware of, and follow, the Confidentiality Policy of the school. However, where a health professional is working in a one-to-one situation they are bound by their professional codes of conduct.

### **Sexualised behaviour in pupils at school**

Staff respond to incidents of sexualised behaviour according to the nature of the behaviour and the age and understanding of the individuals, following school procedure. Parents will be informed and the behaviour recorded using our safeguarding software (unless the incident is of low level eg reciprocal holding hands). Serious incidents of harmful sexual behaviour will be reported on to social care and the police in accordance with the school's safeguarding policy.

### **Contraceptive advice**

Contraception forms part of the Secondary RSE curriculum, as appropriate to the pupils, although we do not volunteer individual contraceptive advice to students. However, if we believe that a pupil is engaged in unlawful sexual activity, we may feel it appropriate to talk to the pupil and inform other agencies and/or parents and carers.

### **Vulnerable pupils**

Staff will be sensitive to individual children's circumstances and needs. Where necessary, additional targeted support may be provided or advised for an individual pupil or small group, either by the class teacher, parents or carers, school counsellor, sexual health nurses or other agencies.

## **Child Protection**

Staff 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. In this instance, concerns would be reported to one of the designated safeguarding leads or, in their absence, the most senior member of staff on duty, who would follow the school's Child Protection procedures. All staff are aware of these procedures, which are regularly updated (see Child Protection Policy and Safeguarding Policy), and they receive regular safeguarding training.

## **Working with Parents and Carers**

Parents and carers are the first educators of their children and play a crucial role in this area of their development, as in all others. We are sensitive to the different circumstances and concerns of families, as well as to the sometimes difficult and delicate nature of the subject matter, and we view the partnership of home and school as vital in providing the context for RSE education. Information regarding RSE content is given to parents and carers through home-school communication books or emails, and more detailed information can be provided on request. In this way, parents and carers are able to answer questions or continue discussions as they feel appropriate. Our RSE policy is put onto the school website and a copy is available in the school office. The PSHE Subject Lead, Family Support Adviser and class teachers are also available to discuss issues or offer specific support, for example social stories.

## **Right of Withdrawal**

Aspects of RSE provided through the Science curriculum are statutory. However, parents or guardians have the right to withdraw their children from any aspect of sex education that does not come into this category. In the event of any parent or carer wishing to withdraw their child, they are asked to inform the Headteacher in writing and will then be invited to attend a meeting. We would hope that this would reassure parents or carers of the importance and appropriateness of the learning for their child, and allay any concerns. However, if, following this discussion, the parents or carers still wished to exercise their right to withdraw their child, appropriate alternative arrangements would be agreed and organised by the school.

## **Complaints**

The school will make every effort to respond to any complaint made by parents or carers. Beyond this, the Governing Body will view such matters independently through an appeals committee. (See Complaints Policy.)

## **Legislation (statutory regulations and guidance)**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for all pupils receiving secondary education. Some elements of sex education are also required to be taught to primary aged children as part of the Science curriculum. The other main documents which inform our RSE policy include:

- Education Act (1996)
- Equality Act (2010)

- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)

## **Related School Policies**

This policy should be read in conjunction with the school's Safeguarding & Child Protection Policy, Anti-Bullying Policy, E-Safety Policy, Curriculum Policy and the Dorset Local Authority Guidance.

The policy should also be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

## **Evaluation and Review**

This policy will be reviewed by the Subject Lead in consultation with the School Leadership Team and Governors, as part of a rolling programme of policy review set by the governors.