



Relationship and Sex Education Policy

Review

The governing body recognises the importance of keeping its Relationship and Sex Education Policy up-to-date and will review the policy on an annual basis.

This policy was adopted by the Governing Body of St Francis Special School and Lincoln St Christopher's Special School in 2019.

Date Adopted:	May 2022
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Review Date:	May 2023
Drafted By:	Helen Reed / Jan Hargreaves (RSE Consultant)
Reviewed By:	Kyna Adkins
Approved By:	Governors

Statement of Intent

The federated governing body and school staff of St Christopher's believe that ensuring a Relationship and Sex Education Curriculum is essential to enabling students to learn the responsibilities inherent in relationships and the importance of family.

Revised Department of Education (DFE) statutory guidance stated that from September 2019 all schools must deliver relationship education in primary and sex and relationships education in secondary schools.

This version of the policy was updated by Helen Reed (Assistant Headteacher) in consultation with Jan Hargraves (Special School RSE Consultant.) St Christopher's School works in closely with parents in the development and provision of RSE content. Parents are involved and informed in a number of ways including invitation to RSE meetings and workshops to discuss content, information sharing relating to lessons being planned and delivered in school, and sharing lesson content via Tapestry.

Our plan is to develop this further detailing pathway specific content, approaches and resources so parents have a greater understanding of how RSE is delivered across all pathways – pre-formal, informal, semi-formal, and formal. This will also include opportunities for parents to review this policy document.

Parents are able to access this RSE policy via the school's website. For those without computers a copy can be provided by school and shared through discussion with the class teacher. Copies are provided at parents evening sessions and at meetings to discuss RSE content delivery.

Documents that inform the schools RSE policy and provision include:

- Education Act (1996)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (Statutory Safeguarding guidance 2018)
- Children and social work act (2017)
- The Relationship Education, Relationship and Sex Education and Health Education (England regulations 2019)
- The Equals Relationship and Sex Education Scheme of Work
- The So Safe Programme – Sexual Health and Family Planning Act
- The Sex Factor Handbook – Chailey Heritage School.
- The PSHE Planning Framework for SEND – The PSHE Association

Context

St Christopher's is a learning environment that puts the individual needs of each pupil at the centre of our decisions. We promote care, respect and an inclusive environment that celebrates every success. Our aim is to meet the needs of young people in Lincolnshire who have an education, health and care plan who are unable to access a mainstream provision. We are preparing them for a successful transition to independent or supported adult hood so that they can make a positive contribution within their community. We aim for all our pupils to be happy and proud of who they are with relevant life skills that allows them to live as independently as possible.

St Christopher's Whole School Aims

- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Have a curriculum that is up to date with current research and practice.
- Have specific pathways of learning that take into account the range of needs and abilities across the three phases and pathways.
- Focuses on the stage of learning whilst respecting chronological age.
- Engage all learners with life relevant experiences that prepare their transition to next steps and adulthood.
- Challenge learners to achieve their potential.
- Involve parents/carers and the community
- Be in a learning environment that is above all else inspiring.
- Be committed to excellence and continuous improvement.
- Develop and promote pupils' understanding and appreciation of the diverse cultures and varied social and physical environments in which they live, both locally and globally.

What is Relationship and Sex Education

Relationships and sex education (RSE) is a part of the broad and balanced curriculum and provides lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

St Christopher's School is an inclusive school and it is our duty under the Equality Act 2010 to ensure that no student is disadvantaged because of a protected characteristic. The school embraces equality and diversity and as such it is important that resources used should reflect the world in which the learners are growing up. Every student should feel that they can recognise themselves and their families within the school environment and the curriculum content. For this reason issues relating to LGBT+ are incorporated within the curriculum rather than addressed as a standalone aspect. In terms of culture, belief, and religion this topic is handled sensitively and any parent wishing to discuss this further should make contact with Helen Reed (Assistant Headteacher) or Kyna Adkins (Headteacher)

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, which lie at the heart of our policy to raise standards and expectations for all students. **RSE** is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health.

The RSE curriculum will be made relevant by being informed by current and national data. Teachers of RSE will be advised through the continual professional development. The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Students should understand that they have a right to healthy and appropriate relationships with others.

Attitudes and Values

- I. Learning the importance of values and individual conscience and moral considerations
- II. Learning the value of family life and stable and loving relationships for the nurture of children
- III. Learning the value of respect, love and care
- IV. Exploring, considering, and understanding moral dilemmas
- V. Developing critical thinking as part of decision-making

Personal and Social Skill

- I. Learning to manage emotions and relationships confidently and sensitively
- II. Developing self-respect and empathy for others
- III. Learning to make choices based on an understanding of difference and with an absence of prejudice
- IV. Developing an appreciation of the consequences of choices made
- V. Managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- I. Learning and understanding physical development at appropriate stages;
- II. Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- III. Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- IV. Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy

How is RSE taught at St Christopher's?

- In post 16 RSE is taught throughout the curriculum through independent living and life skills.
- In Key stage 4 students are provided with an hour a week of specific RSE lessons.
- In Middle school and Year's 4 and 5 of the lower school, students are taught PSHCE for 2 hours per week and during the year RSE is taught as a specific block of learning within this subject. RSE is delivered by teachers.

- In key stage 1 and below students are only taught PSHCE as RSE is not applicable at this age.
- In the Pre-formal and Informal Pathways students are taught RSE in line with the recommendations of the EQUALS RSE Scheme of Learning and The Sex Factor Handbook from Chailey Heritage School (for students with profound and multiple learning difficulties)
- In the Semi-formal and formal pathways students are taught RSE in line with the recommendations of the EQUALS RSE Scheme of Learning. This is supported with delivery of the So Safe Program. This program is specifically designed to reduce vulnerability to sexual abuse, and to improve the quality of social lives of students with moderate or severe learning disabilities.
- Long term planning, subject coverage and content is guided by the PSHE Association Framework for SEND and its graduated stages of differentiation to meet the needs of learners across all of our pathways.

Where appropriate, certain cohorts of students are streamed in PSHCE based on their level of knowledge and maturity, this is reviewed before RSE is taught to ensure students are receiving a personalised program of study.

In most instances will contain a mixture of boys and girls of similar maturity. Where appropriate single sex groups and individuals can be taught separately when individual needs are highlighted.

Where specific needs are identified bespoke series of RSE lessons are planned and delivered. This is supported by the school's Well-being team. An example of this has been a recent series of lessons delivered to a discreet group of middle and upper school girls in response to Safeguarding concerns in relation to sexting, and the dangers of sharing images to others.

The RSE curriculum leader can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team.

Assessment and Reporting on Learning

In key stage 4 students study the personal and social development (PSD) ASDAN qualification which covers the content of the PSHCE curriculum. Teacher track and record progress using the ASDAN framework.

In the formal pathway teachers assess knowledge formatively and record progress, reporting this to parents at parents evening meetings, annual reviews, and in end of year reports. In addition, staff capture learning using photos, videos and comments using the online tool, Tapestry.

In the Semi-formal and Informal pathways students have Personalised Learning Intentions which may be related to RSE or PSHE content if it is identified as a priority learning area for that student. Staff capture learning through observation, using photos and comments on Tapestry. Students on this pathway will mostly be accessing RSE at the Core and Foundation Stages of Learning

Students on the Pre-formal pathway is assessed using The Engagement Scales criteria. Students on this pathway will mostly be accessing RSE at the Encountering Stage of Learning.

There are regular learning walks and book scrutiny activities that monitor the quality of teaching and learning including internal and external moderation.

Staff Professional Development

All staff are trained at the beginning of each academic year in the most up to date Keeping children

Safe in Education guidance and additional on-line child protection training through Lincolnshire Safeguarding Children Board (LSCB). In addition, the PSHCE curriculum leader attends relevant training and external moderation throughout the year. Teachers meet regularly to collaboratively plan and have regular updates on the RSE guidance and share good practice.

Ground Rules

During sensitive lessons, staff will be expected to put a private sign on the door which allows the group to understand the important and sensitive nature of the lesson without interruptions from visitors. Equally any sensitive information such as resources, power points around the room needs to be sensitively placed away when not being used so that other students, where this content may not be appropriate, do not come in to contact with.

At the beginning of every lesson the teacher will ensure that all students are clear on expectations within the lesson which will have been agreed with the whole group at the beginning of the topic.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time with the pupil or students understanding this will happen. For students who have the ability to ask questions but not feel comfortable doing so in the group environment a question box will be introduced. Students can post questions anonymously which will enable their questions to be addressed in a group environment and for learning to facilitate both through and with the group members.

In some cases, it may be appropriate for parents to be informed of questions that students may ask that fall outside of the expectation of that students perceived maturity. However unexpected /unanticipated content being shared by a student may raise possible Safeguarding concerns. If this is the case teacher should discuss the matter with the School's Safeguarding leads prior to contacting parents.

Confidentiality and Child Protection

Should any topic be raised by a student that is not part of the lesson the member of teaching staff will discuss with the student outside of the lesson time.

If there are any concerns for the student safety, then the safeguarding team will be informed immediately and parents/carers or other organisations will be contacted if it was felt necessary in line with our safeguarding policy.

Safe Practice

Across our school we have a very wide range of age, ability and need. Due to this wide range, we recognise that students require clear and consistent information that is differentiated to those needs.

As young people develop, they will explore their understanding of their own bodies which is a natural development stage however, it is our duty along with parents and carers to ensure that all students are taught about appropriateness in public and private situations.

In all areas of the school and at all times staff are trained to respond in all cases to the following incidents in a way that ensures the dignity and privacy of students whilst ensuring there is limited impact on the student and others around them.

If student's exhibits behaviours in crisis or in curiosity that include removing clothing, exposing private areas, engaging in self-soothing strategies, attempting touch of self or others, staff will respond in the following ways depending on the level of understanding of the students.

For those with a higher level of understanding

- Remind students of personal boundaries
- Remind students that these behaviours are not appropriate in a public place
- Remind students about appropriate touch and personal space
- Provide verbal or visual cues to stop the students in their current presentation.
- If a student does not respond to the verbal cues, then the remaining students will be removed from the area until the situation is resolved.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as wellbeing team intervention using resources such as social stories.

For those with lower cognitive functioning and more complex needs

- Clear and concise visual and verbal request to stop.
- Transition to a more appropriate space such as toilets/black out tents or secluded safe space reinforcing the message of private behaviour in a private space /removal of other students from the area if possible or screen the student being supported.
- Strategies will include distraction and clear communication systems.
- Where necessary adults who know the student best will also support with any care needs.
- Providing motivating activities and or objects to redirect students back into the classroom environment where necessary.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as wellbeing team intervention using resources such as social stories and exploration of sensory needs.

In all cases school will work with parents to ensure that a consistent language and approach is used so that students are provided with clear information and responses.
Sexual expression

Parental Concerns and Withdrawal of Students

Parents can no longer withdraw their child from Relationships Education, or any element of sex education that is covered within the national curriculum subject Science. Neither can children be withdrawn from health education which includes learning about puberty. Parents do have the right to withdraw their child from Sex Education content of RSE. This request should be made in writing to The Headteacher expressing the reasons withdrawal should be considered.

St Christopher's School works in partnership with parents and this includes making available long-term planning to be aware of content coverage, sharing medium term planning to make parents aware of objectives and coverage prior to lesson delivery, and sharing lessons and approaches via the online platform Tapestry. Parents are also invited to engage in meetings to share the content of RSE across the pathways and to develop their understanding of how the subject is delivered e.g. So Safe, Sex Factor.

Dissemination of the Policy

The RSE policy will be presented to Governors/SLT and then to school staff. A copy of the RSE policy will be available on the schools website. Parents can request a hard copy of the RSE policy.

Policy Ownership and Responsibility

This policy will be considered to be a living document and will be periodically updated and reviewed in line with the statutory requirements. Ultimate responsibility and introduction and implementation will rest with the federated governing body and Head teacher however it is important to remember that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.

Roles and Responsibilities

The head teacher will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually. This will be shared with governors at the curriculum and standards meeting.
- Any parents wishing to withdraw their child from the RSE curriculum will have the opportunity to meet with the Head teacher to discuss the request.
- To ensure that all staff are following the agreed procedures and policy.

The governing body will ensure that:

- It considers the advice of the head teacher when approving this curriculum policy and be informed of current statutory requirements.
- They are assured that the curriculum is being covered in line with the policy and procedures within the school.

Assistant Head teachers will ensure that:

- The PSHCE/RSE curriculum leaders is supported in their role.

PSHCE/RSE curriculum leader

- Keep up to date with statutory guidance and seek additional advice from external professional where needed.
- Create up to date relevant schemes of learning that are in line with statutory guidance
- Work with the wellbeing team to explore any more bespoke programs of study
- Ensure that there is a central resource bank of relevant and engaging resources.
- Monitor the delivery and content coverage of the schemes of learning
- Quality assure the teaching and learning of RSE.
- Facilitate collaborative planning opportunities
- Deliver training to staff where needed or redirect individual to additional CPD where relevant.
- Monitor the use of Tapestry to ensure parents are kept up to date.
- Ensure regular moderation and standardisation of learning takes place.

Teaching staff and learning support staff will:

- All staff will be expected to follow the schools professional code of conduct and the guidance within the RSE policy. This includes approaching lessons sensitively and discretely without causing students to be embarrassed and ensure that any humour used is appropriate to the needs and level of understanding of the students so that students do not consider this subject to be a trivial matter.
- Teachers will be expected to seek advice and guidance in advance of any teaching of RSE if they are unsure of any content.
- Teachers will be expected to follow the schemes of learning set out by the PSHCE/RSE curriculum leader.
- Teachers are expected to use the agreed language/Makaton/widgit symbols set out in the schemes of learning (with the exception of occasions that explore the range of language that can be used for key words).
- Teachers will be expected to differentiate the learning for the students they are working with so that all students can access the information and present it in a format that enables them to learn.
- Teachers and teaching assistants will ensure that their answers to questions are given factual (without personal prejudice or opinion) and in line with statutory guidance.
- Teachers and teaching assistants have the responsibility to pass on any safeguarding concerns that come from conversations or observations of students.
- Teachers will contact parents/carers where a student shares something that requires further discussion with home.
- Teachers will work with the PSHCE/RSE curriculum leader, SENCO and wellbeing team for those identified as needing something additional/different or requires a change of group.

Students will:

- Participate in the learning in line with the agreed ground rules set out in the beginning of lessons.
- Access learning in a way that suits their individual needs which could be on an individual small group or class basis.
- Be open and honest with parents/carers when discussing issues at home.

Parents and carers will:

- Acknowledge the receipt of the advisory letter and seek advice where necessary on the content being taught through reading policy/website or attending parent workshops.
- Use language that reinforces the learning in school.
- Regularly communicate with school about the content being covered and any concerns raised.
- Share any feedback or changes of behaviour that maybe shared/exhibited before/during or after RSE lessons.