



Wilson Stuart School

A Special Academy



Relationship and Sex Education Policy

June 2024

Issue Date: June 2024

Version: 1.0

Written by: Leigh Noble

RSE policy

Definitions, rationale and ethos

This policy covers our school's approach to Relationship and Sex Education. It was produced by Leigh Noble (Personal Development Lead) through consultation with parents, pupils and the PSHE association. The DfE's statutory requirements mean schools must teach Relationships Education to Primary pupils Relationships and Sex Education to Secondary pupils and Physical Health and Mental wellbeing to both Primary and Secondary pupils. The content of which can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance_(publishing.service.gov.uk).pdf).

In addition to the statutory requirements, our school has chosen to teach other topics, including Self-Awareness, Self-Care, Support and Safety, Managing Feelings, Changing and Growing, Healthy lifestyles and the World I Live in. More information on what is taught is available on request in our long and medium term planning documents.

Our school's overarching aims for our pupils are to ensure what they learn is relevant and can be applied to real life learning in preparation for their next steps required for adulthood.

We define 'relationships and sex education' as education that focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

We believe relationships and sex education is important for our pupils and our school because it will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

We view the partnership of home and school as vital in providing the context of a consistent RSHE (Relationship, Sex and Health Education) both at school and at home. Through effective partnership, we can inform parents of when and what we are teaching so that they are ready to deal with any questions or issues that might arise because of their PSHE lessons.

We ensure RSE is inclusive and meets the needs of all our pupils by choosing topics that are most relevant to them. We find this out through parent consultation and pupil voice. Our curriculum is designed so that we can revisit important topics to check that knowledge, skills and understanding of key areas has been cemented. Our curriculum is also given the flexibility to be reactive to any issues that may arise throughout the course of the year.

Roles and responsibilities

The RSE programme will be led by Leigh Noble and taught by all teachers of PSHE.

A working party has been created called the Personal Development Team. This team meets termly to discuss all aspects of Personal Development, including RSE. We reflect on the quality of teaching and learning during these meetings and make plans to improve the quality of RSE delivery.

External providers are used regularly with the aim of improving subject knowledge and staff confidence in the delivery of RSE. We have used Umbrella, Chayleigh Heritage Foundation, PSHE association and Jigsaw to provide CPD for staff.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision. Planning is completed by class teachers and is delivered weekly. An overview of the learning in each year group can be found on the school's shared area and are available upon request. Mapping documentation is also available that shows where statutory RSHE content is being delivered.

We will ensure RSHE is matched to the needs of our pupils by providing them with a pathway that is suitable for their level of learning. For example, those in the SLD Explore Pathway will be using the Equals Scheme of work and those in the Challenge and Believe Pathways will be using the PSHE association planning framework for pupils with SEND alongside Jigsaw PSHE. Using these specialized resources ensures that we give enough time for learning to be embedded and spend more time on topics that are going to affect the lives of our learners most, regardless of physical need or medical condition.

We ensure an inclusive RSE programme by using materials that are inclusive of people from all genders and sexualities. Teaching is sensitive and age appropriate in approach and content. Appropriate content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

Our RSE programme will be taught through a range of teaching methods and interactive activities and lessons will be highly differentiated as evidenced in Medium Term planning. This will ensure that all pupils are able to meet their learning objectives. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Preparing for Adulthood, Science, PE and ICT. Pupils will be encouraged to reflect on their own learning. Progress and assessment in RSE is monitored using Evidence for Learning through the use of frameworks, Tags and evidence towards personal learning goals.

Safe and Effective practice

We will ensure a safe learning environment by promoting total inclusion and encouraging the freedom to express and the opportunity to be heard.

Teachers and pupils will agree ground rules at the start of their block of learning. These rules will be visible and discussed at the start of lesson and referred to when necessary throughout.

Distancing techniques are used because they serve to put an identifiable space between the difficult subject and the individual learner, so that the question does not become a 'what do you think?' line of approach but 'what might they think?' instead. It takes away the need to know and gives permission to try.

Pupils' questions will be answered by members of staff in the room and if the answers cannot be given immediately then staff will try their best to find the answer and get back to them. This may involve seeking advice from other professionals. This approach is encouraged and accepted throughout school and also allows us to deal with sensitive issues in a collaborative and informed way.

Pupils will be able to raise questions anonymously by using question boxes and other methods deemed suitable by the class teacher.

All staff teaching RSE will be supported by their colleagues and external CPD providers at termly PSHE meetings.

Engaging parents and other stakeholders

Parents and carers are informed about the RSE policy and any changes via the Reach More Parents app and at PSHE parent consultation events. The policy is available to parents and carers through the school website. We are committed to working with parents and carers to ensure they are fully aware of what is being taught by termly newsletters and messages through Reach More Parents. Letters are also sent home by those teachers who think that is more effective for their class. This allows us to put additional support and resources in place if necessary. Parents can see resources used to teach RSE by attending PSHE parent consultations and during parent engagement visits. We will encourage discussion of topics at home by sharing what has been taught that week on Weduc so that parents can be involved in their learning and are aware of the issues that we are tackling. Parents have also received training on the importance of PSHE for students with SEND from Umbrella.

Governors are informed of the RSE policy annually when it is reviewed and through Personal Development Presentations.

Pupil voice is used to review and tailor our RSE programmes to match the different needs to pupils and the issues that they feel are affecting them most. It is discussed at Pupil Forum meetings and the feedback from these meetings is used to tailor lesson content and timing.

Right to withdraw from sex education

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. There is no right to withdrawal from Relationships Education or Health Education. Parents/carers have the legal right to withdraw their children from all or part of Sex Education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in national science curriculum).

If a parent wishes to withdraw their child, a meeting with the Headteacher is organised through Leigh Noble and, if withdrawal is still decided following the Headteacher's meeting, alternative provision will be provided.

Safeguarding

The RSE policy supports our school's approach to safeguarding and links to/is informed by other policies and statutory and non-statutory guidance for schools, including:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

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, if a pupil makes a disclosure we will follow the school's safeguarding procedures. See safeguarding and child protection policy for more details.

Visitors/external agencies which support the delivery of RSE will be required to meet the expectations as outlined in section 4 of the safeguarding and child protection policy.

For those pupils who may be considered vulnerable or at risk, teachers will liaise with the designated safeguarding lead and in his /her absence their deputy on the best approach for that pupil. Advanced warning of particular topics may be given to children and their families in order to support them in their learning.

Monitoring, reporting and evaluation

RSE provision and content will be monitored as part of the School's lesson observation cycle. The Quality of Education Team and the Personal Development Leaders are responsible for observing PSHE lessons. Leigh Noble will use Evidence for Learning to monitor the PSHE assessment books for learner in the Challenge and Believe pathways, and use Tags to monitor PSHE's contribution to the Personal Learning Goals of the those in the Explore and EYFS pathway.

The PSHE subject development plan is updated termly and is where RSE provision will be evaluated and consulted on. Pupil voice is influential in adapting and amending planned learning activities and will help inform any changes to our long term plans.

Positive Touch Guidance

By implementing and consistently adhering to this touch guidance, we aim to create a safe and supportive environment where learners with special needs can thrive, ensuring their physical and emotional well-being is always prioritized.

Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be a means to support:

- Emotional well-being
- Communication and Trust
- Sensory stimulation
- Improved sleep patterns
- Enhanced body awareness
- Social interaction
- Pain management
- Enable access and promote independence
- Promotion of Independence
- Enhanced mood and happiness
- Building positive relationships
- Calm and reassurance
- Remove a child from danger or keep a child safe

1. General Principles:

- a. All touch interactions must be approached with respect, sensitivity, and cultural awareness.
- b. Consent for touch interactions will be sought whenever possible.
- c. Touch will be used as a tool for communication, comfort, and promoting well-being.

2. Personal Care and Hygiene (see intimate care guidelines):

- a. Personal care routines will be conducted in a private and respectful manner, acknowledging individual preferences and sensitivities.
- b. A consistent and familiar team of caregivers will be assigned to each learner to build trust and familiarity.
- c. Learners will be involved in personal care activities to the extent that they can, promoting independence and autonomy.

3. Putting Clothes On

- a. Dressing routines will be conducted in a manner that respects the dignity and privacy of the learner.
- b. Individualized dressing plans will be developed, considering the unique motor skills and preferences of each learner.
- c. Staff members will be trained to use adaptive clothing and assistive devices that facilitate independent dressing when possible.
- d. The pace of dressing will be tailored to each learner's comfort level, allowing for breaks and adjustments as needed.

4. Massage:

- a. Consent will be obtained before each massage session, and any signs of discomfort will be immediately addressed.
- c. Individualized approaches will be utilised, considering the unique sensory needs and preferences of each learner.

5. Massage Communication:

- a. Clear communication techniques will be employed during massage sessions, ensuring learners are aware of what to expect.
- b. Non-verbal cues and alternative communication methods will be used to assess the learner's comfort level during the massage.
- c. Feedback from learners, as well as their responses and preferences in relation to the learners will be shared through the communication passport, if there are specific considerations.

6. Lifting and Handling:

- a. Staff will receive proper training on lifting and handling techniques to ensure the safety and well-being of both the learner and the staff.
- b. The use of appropriate equipment, such as hoists and slings, will be prioritized to minimize the risk of injury during lifting and handling procedures.
- c. Individual care plans will be developed, detailing specific instructions for lifting and handling each learner based on their unique needs.

7. Medical Situations:

- a. In medical situations requiring touch, all interventions will be carried out with the utmost professionalism, respect, and sensitivity.
- b. Medical procedures will only be performed by trained medical professionals or individuals authorized to carry out such tasks.
- c. Parents or guardians will be informed and involved in decision-making processes regarding medical interventions whenever possible.

8. Monitoring and Review:

- a. The touch policy will be regularly reviewed and updated to ensure its effectiveness and relevance to the learners' changing needs.
- b. Feedback from learners, parents, and staff will be actively sought and considered in the policy review process.

Policy review

This policy will be reviewed by March2025.

It will be reviewed by Leigh Noble

This will ensure that we are providing a tailored RSE for our diverse range of learners and changing cohorts.

