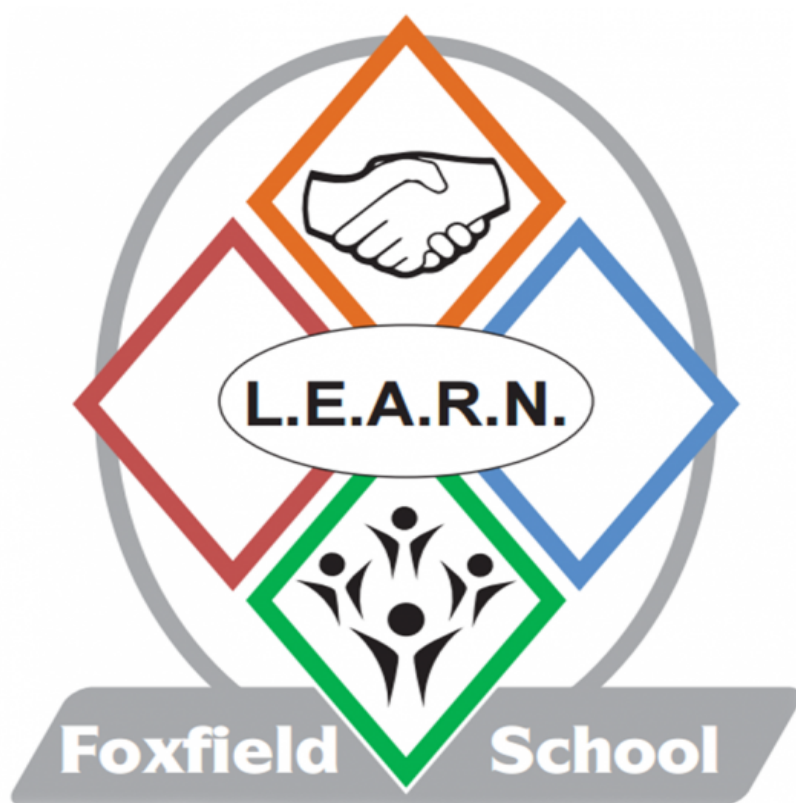


Foxfield School

Relationships and Sex Education (RSE) Policy



Approved by: Governors

Date: September 2023

Last reviewed on: September 2025

Next review due by: September 2026

Introduction

Foxfield School is a secondary school based on the Wirral. It caters for pupils with a range of Complex learning difficulties (CLD), from severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and pupils on the autistic spectrum (ASD). In addition, a number of our pupils have associated needs such as Sensory and Physical impairment, challenging behaviours and English as an additional language.

As a school we recognise that the diversity of the pupils and their learning styles require teaching approaches which reflect their needs through specialised, modified and structured teaching methods. This is reflected in the individual Pathway Planning Documents that can be found on the shared drive. This includes themed termly planning and 3-5 year rolling programs of study. Which support the pupils at their starting point and have clear guidance for progression (Progression of Skills)

The aims of the school

Our school aims are:

- To enable our young people to achieve their full potential in all areas of their development.
- To provide a happy, caring, stimulating, supportive, respectful and safe environment.
- To work with everyone involved so that each young person in our school can become increasingly independent and integrate more successfully into the community.
- To provide a broad and balanced curriculum relevant to the needs of every individual young person.

Importance of RSE

Today's young people are growing up in an increasingly complex world and are living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. Young people need to know how to be safe and healthy and how to manage their personal and social lives in a positive way. It is important that the key building blocks of healthy, respectful relationships are put in place. Firstly focussing on family and friendships in all contexts including online and then building on this to introduce knowledge of more intimate relationships and sex.

Guidance from the DfE is changing from September 1st 2026. At present teachers and staff will continue to teach from the current guidance. This will cease August 31st 2026. More can be found about these changes here

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Aims of RSE

Through our curriculum we seek to broaden the knowledge, skills and experiences of the pupils' to ensure that they;

- Are able to form strong and positive relationships with others
- Understand the importance of self respect and self worth
- Develop personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice
- Understand what a relationship is, what friendship is, what family means and who the people are that can support them.
- Know how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact
- Show respect for others, understanding one's own and others boundaries in play, in negotiations about space, toys, books, resources and so on
- Understand the features of a healthy relationship in a range of contexts
- stay safe online and understand that the principles of positive relationships also apply online
- To make informed decisions about their wellbeing, health and relationships

Status of RSE

These regulations allow schools the freedom to determine an age appropriate, developmental curriculum which meets the needs of young people and where appropriate develop a differentiated curriculum.

Pupil Withdrawal procedures

[Relationships and Sex Education](#) (RSE) was made compulsory in all secondary schools in England in September 2020 following legislation from the [Children and Social Work Act 2017](#). However, the full implementation of the new RSE curriculum was delayed for some schools to September 2021 due to the impact of the COVID-19 pandemic

Parents have the right to request that their son or daughter is wholly or partially removed from receiving the PSHE programme linking to sex education. Parents will be made aware of the schools policy on Sex and Relationships education through the school website and on request. If a parent chooses to withdraw their child from any part of the programme, they should be given the opportunity to discuss this matter with the PSHE coordinator or head teacher. If the parental concerns cannot be resolved, arrangements should be made for the withdrawal of the pupil up to and until 3 terms before the child turns 16. After that point, if the child wishes to receive sex education they will be provided with sex education during one of those terms.

If a pupil is excluded from sex education they should receive appropriate, purposeful education during that period of withdrawal. There is no right to withdraw from Relationships Education or Health Education

Curriculum

At Foxfield there is a whole school, holistic approach to developing the personal and social skills and wellbeing of every pupil and this is reflected in the organisation of the school. PSHE/ RSE is a core area in our school and this is reflected in each pupils PLG. The PSHE curriculum at Foxfield follows guidance from the national curriculum and uses the PSHE Association framework. Pupils follow a 5 year rolling programme of topics which link to the overall school themes. RSE is covered predominantly in Health and Wellbeing and Relationships, however is woven throughout the PSHE curriculum.

The PSHE Education curriculum is divided into 6 core themes;

1. Health and Wellbeing
2. Relationships
3. Living in the wider world
4. Self care, safety and support
5. Emotions
6. Self awareness

These targets are addressed through our curriculum during weekly lessons as well as through a range of activities including;

- Lunch and break times where pupils develop a range of independence skills and social skills
- 1:1 sessions- due to the nature of our school and its high staff to pupil ratio, staff are quick to respond to issues as they arise. These may be addressed in 1:1 sessions if required.
- Careers, work experience and mini enterprise- this allows our pupils to gain the knowledge and skills needed in order to be involved in making important life decisions and plan for their future, it also promotes an understanding of the world of work
- Outside agencies e.g. Health Services in School, Brooke Advisory Service, these services visit school and deliver specific topics
- Toileting and changing for swimming/ PE allows pupils to develop personal care skills such as dressing, hygiene etc
- Clubs e.g. Girls Club
- School council- develops skills for participation in decision making

- Visits into the community allows our pupils to develop their skills and understanding for being responsible citizens. It also allows us to teach vital independence and safety skills.
- Weekly assemblies and daily reflection address the curriculum and provides opportunities for social and moral education

Assessment

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. At Foxfield all pupils have a PLG target relating to Relationships and Social Skills and this is assessed via Evidence for learning.

Pupils are also informally assessed by class staff on an ongoing basis, this informs teaching and learning which is highly tailored to meet individual pupils needs.

Approaches to teaching and learning

To facilitate pupil learning in PSHE/ RSE:

- The purpose of the lesson is made clear
- Objectives are visible in planning
- Appropriate learning experiences are planned to meet the needs of all pupils
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for students to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for students to reflect and clarify their own views and opinions
- Attention is given to developing a safe and secure classroom climate
- All pupils are given the opportunity to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently / within a team. This means that a variety of teaching methods are implemented to ensure all pupils are actively engaged in lessons.

Sensitive issues need to be presented in a broad and balanced way, pitched appropriately to the pupils' needs and experience. The use of 'ground rules' helps create a supportive climate for discussion and will encourage the development of trust and confidentiality, and respectful listening to the opinions of others. A sensitive approach to religious beliefs is essential.

Resources

Resources used in PSHE lessons are reviewed regularly and new resources are assessed for their suitability by the PSHE coordinator. The named PSHE coordinator aims to support colleagues in the use of all resources and training materials.

Resources used in lessons should meet the following criteria:

- Resources produced in school must not contravene copyright laws
- Resources used must not use inappropriate images of humans that do not support the teaching and learning outcomes as specified in the planning.
- Resources containing information on sensitive or controversial issues must present balanced arguments (link with equal opportunities)
- Resources must not belittle attitudes, customs or moral values which may be earnestly held by pupils and their families
- Sexist, racist or homophobic materials must not be used

All resources are kept in the PSHE Store cupboard. resources have been sorted into topics and can be found in labelled boxes.

Working with External Agencies

Working with external organisations enhances the delivery of RSE by bringing in specialist knowledge and different ways of engaging with young people.

Health Services in Schools (HSIS) is one such organisation which has had a long and successful relationship with the school. Youth worker Patric Rogers has been working with small groups of pupils for many years.

Equal Opportunities

The school regards access to a coherent programme of SRE as a fundamental right for all its pupils', irrespective of their academic ability, gender, sexual orientation or ethnicity. Some issues may be perceived differently by boys and girls and may be tackled by single sex groups initially. Staff planning and teaching will be expected to detect and respond appropriately by rearranging groups for teaching purposes when the need arises. When discussing moral issues relating to different cultures or religions, pupils should not be allowed to denigrate the beliefs of others. Consideration is given to the design of teaching materials and approaches appropriate to all pupils.

Safeguarding

If a pupil discloses or alludes to any issue that may suggest they are at personal risk, the member of staff must clearly follow the Safeguarding Policy and ensure the concerns are reported to the appropriate member of staff (Lead Safeguard Coordinator / Child Protection Officer). Staff must follow the clear guidelines outlined in the Safeguarding / Child Protection Policy as appropriate. Similarly, if a pupil alludes to or confirms they have been the victim of bullying (physical, verbal, racist, homophobic, gender, disability), the member of staff must follow the clear guidance outlined in the school's 'Anti-Bullying Policy' . A member of staff who witnesses such forms of bullying in lessons and around the school must also follow the same guidance as above.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if more support is needed.

Links with other policies

The schools SRE policy should be read in conjunction with the PSHE policy. It also is linked closely with other key whole school policies:

- Safeguarding policy
- Child Protection policy
- Equal Opportunities Policy
- Drugs and Alcohol Policy
- Anti Bullying Policy
- Radicalisation

Role of PSHE/ RSE Coordinator

The role and responsibility of the PSHE coordinator is to

- be accountable for standards of teaching and learning within PSHE including SRE across the school
- plan how the PSHE curriculum will be delivered across the school
- manage resources and the PSHE budget
- write and maintain the PSHE curriculum document
- review and amend policy and curriculum documentation in light of changes in legislation, guidance and national strategies
- moderate standards of achievement both within school and in relation to regional and national comparisons when available
- liaise with the schools Assessment, recording and Reporting Coordinator when appropriate
- maintain comprehensive and current details of the PSHE/ RSE curriculum on the school system
- lead other staff that deliver PSHE
- observe and monitor the delivery of PSHE across the school
- attend relevant courses and liaise with outside agencies