FOXFIELD SCHOOL





Relationships and Sex Education (RSE) Policy

October 2020

**Policy Document**

**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.

#### 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.

**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**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Childrens and Social Work act 2017 make Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health education compulsory for all schools except Independent schools.

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**

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 recieve sex education they will be provided with sex education during one of those terms.

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

**Curriculum**

RSE Education at Foxfield is an integral part of our whole school PSHE curriculum. PSHE lessons are delivered on a weekly basis and are taught in all classes excluding pupils who have PMLD who follow a separate program of study. In the majority of cases, lessons are delivered by the class teacher under direction from the Head of PSHE.

The PSHE curriculum at Foxfield follows guidance from the national curriculum and uses the PSHE Association framework.

The PSHE curriculum is divided into three core themes;

1. Health and Wellbeing
2. Relationships
3. Living in the wider world

Topics covered generally fall under the Health and well being or Relationships strands and are listed below.

|  |  |
| --- | --- |
| **Health and Wellbeing** | **Relationships** |
| My Body | Types of relationships |
| Growing and changing | Personal Safety in relationships |
| Life cycle and reproduction | Sexual relationships |
| Sexual health |  |

**Approaches to teaching and learning**

Our RSE programme will be taught through a range of teaching methods to make the curriculum accessible to all ability levels. Activities will include;

* Discussion
* Role play/ Drama
* Use of puppets
* Use of visuals/ anatomical models
* Visiting professionals
* Use of PowerPoint’s, computer software and appropriate online resources
* Sensory stories
* Social stories

To facilitate pupil learning in PSHE/ SRE:

* 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.

**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.

**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.

**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 convene 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. Resources linked to each topic are also listed on the relevant MTP.

**Planning**

Long Term plan (LTP)- The long term plan maps PSHE modules studied over a three year rolling programme at KS3 and Post 16 and a two year rolling programme at Key Stage 4. The subject coordinator is responsible for producing and updating the long term plan.

Medium term Planning (MTP)- Each topic on the long term plan has a corresponding medium term plan and is aimed to be taught over a half term period. Each plan is differentiated to include the full ability range and gives teachers learning objectives and outcomes as well as ideas for activities, outdoor learning and resources. The MTP is written by the subject coordinator and given out at the end of each half term. Teachers must read over the medium term plan, familiarise themselves with the content and the use of any resources before the start of the topic.

Short Term Planning (STP)- It is the responsibility of individual class teachers to use MTP’s to produce their daily STP. Short term planning is completed using the schools daily planning proforma and should be displayed at the front of class each day. The STP should show the intended outcomes, lesson progression, differentiation and role of TA’s for that particular lesson.

**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 pupils learning is assessed both formatively and summatively using a range of strategies.

Pupils are assessed against the relevant scheme of work aims and objectives each lesson. During the lesson pupils are assessed by way of staff observation, questioning and marking of any written tasks. This formative assessment enables correction of any misconceptions and informs future planning.

Pupils are assessed formally using B Squared in February and July and this is recorded on the school’s online recording system.

**Equal Opportunities**

The school regards access to a coherent programme of SRE as a fundamental right for all it pupils’, irrespective of their academic ability, disability, 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**

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 does disclose or allude 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.

**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
* Anti Bullying Policy
* Radicalisation

**Role of PSHE 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 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

**Curriculum Documents**

**Long Term Plan**

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Example MTP



