Relationships and Sex Education Policy.

Brooklands Community Special School.

Written by: **Approved by:**	Liz Starkey	**Date:** 23.3.21
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils to follow our Brooklands way:
    - Confident communicators
    - Always inclusive
    - Always learning
    - Prepared for life
    - Brave
    - Limitless

2. Statutory requirements

As Brooklands has Primary aged pupils we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum where it is appropriate for our pupils.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As Brooklands has Secondary aged pupils we must provide RSE to all pupils as per the Children and Social work act 2017. We will also deliver this curriculum to our Post 16 department.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Brooklands we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents in mind. The consultation and policy development process involved the following steps:

1. Review – RSE lead pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff were also asked to share thoughts as well as have a look at our existing curriculum.

3. Parent consultation – parents and mutli agency workers will be invited to attend a meeting about the policy and look at resources and discuss the curriculum content when it's safe to allow visitors onsite post COVID-19. Parents have been informed of the curriculum changes.

4. Pupil consultation – we investigated what exactly some of our secondary and Post 16 pupils want from their RSE lessons

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is a chance for secondary pupils to talk openly about sex education within a less formal environment.

5. Curriculum

Our curriculum is set out as per Appendix 1, 2 and 3 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and have a clear truthful answer. We have worked hard to ensure current, appropriate topics have included for our population of pupils.

If sex education does need to be taught for those individual pupils within Primary it will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We can discuss this with you at your child's EHCP review or IEP meetings across the year.

For more information about our curriculum, see our curriculum map in Appendix 1,2 and 3.

5. Delivery of RSE

Each year the students will explore a range of topics appropriate to their age and stage development and those that are carefully linked with their own EHCP plan.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our festivals aspect of the Brooklands flightpath pathway.

Pupils also receive stand-alone sex education sessions delivered by teachers and higher levelled teaching assistants in addition to the daily opportunities that arise during social opportunities and when assisting the development of peer relationships. Special events and assemblies may also be used to teach pupils current and more specific content.

For our Primary pupils relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships which will work alongside the following subjects:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe online and in the community, introducing consent.
- Positive mental health and wellbeing
- Knowing me and my body. Introducing gender and body parts.

For our Secondary and our Post 16 pupils RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful healthy relationships, including friendships
- How to identify when relationships are unhealthy.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health and the law around pregnancy
- Positive mental health and wellbeing and how we can help others and their wellbeing.
- The law about sex, consent, sexuality, sexual health and gender identity.
- Respect, consent and how to seek help.
- Grooming, FGM, exploitation including county lines and online and domestic abuse

Across school these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). LGBTQ+ content will be taught across the entire curriculum as well as celebrating the pride parade. This demonstrates our commitment to the Equality Act of 2010 and for us to promote cultural diversity throughout our school ethos.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy. The governing board has therefore delegated the approval of this policy to Jaqueline Fenwick.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As part of our warm, supportive and caring ethos we will create safe environments where our pupils will feel safe and confident to investigate new topics and experiences. Careful and thorough education around developing relationships and sexuality offer our young people strategies that they may need to cope with their lives.

8. Parents' right to withdraw

For primary pupils:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This is the teaching of the act of sex.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. You will then be invited into school to create an action plan.

If parents wish to withdraw from these cross curricular sessions then we are able to offer separate science and relationships sessions.

For secondary and post 16 pupils:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if your child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents to decide on an action plan.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher and PHSE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Liz Starkey wellbeing lead through: lesson observations, planning scrutiny and learning walks.

Pupils' development in RSE is monitored by class teachers through the use of evidence for learning.

This policy will be reviewed by Liz Starkey, RSE and PSHE lead. At every review, the policy will be approved by Jaqueline Fenwick.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	SECTION	TOPIC/THEME DETAILS	
Key stage 1 and 2	Self-awareness	• Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others	
Key stage 3 and 4	Self-awareness	• Personal strengths • Skills for learning • Prejudice and discrimination • Managing pressure	
Key stage 1 and 2	Self-care, support and safety	• Taking care of ourselves • Keeping safe • Trust • Keeping safe online • Public and private	

YEAR GROUP	SECTION	TOPIC/THEME DETAILS	
Key stage 3 and 4	Self-care, support and safety	• Feeling unwell • Feeling frightened/worried • Accidents and risk • Keeping safe online • Emergency situations • Public and private • Gambling	
Key stage 1 and 2	Managing feelings	• Identifying and expressing feelings • Managing strong emotions	
Key stage 3 and 4	Managing feelings	• Self esteem and unkind comments • Strong feelings • Romantic feelings and sexual attraction • Expectations of relationships/abuse	
Key stage 1 and 2	Changing and Growing	• Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships	
Key stage 3 and 4	Changing and Growing	• Puberty • Friendship • Healthy and unhealthy relationship behaviour • Intimate relationships, consent and contraception • Long-term relationships/parenthood	

YEAR GROUP	SECTION	TOPIC/THEME DETAILS	
Key stage 1 and 2	Healthy lifestyles	• Healthy Eating • Taking care of physical health • Keeping well	
Key stage 3 and 4	Healthy lifestyles	• Elements of a healthy lifestyle • Mental wellbeing • Physical activity • Healthy eating • Body image • Medicinal drugs • Drugs, alcohol and tobacco	
Key stage 1 and 2	The World I live in.	• Respecting differences between people • Jobs people do • Rules and laws • Taking care of the environment • Belonging to a community	
Key stage 3 and 4	The World I live in.	• Diversity/rights and responsibilities • Managing online information • Taking care of the environment • Preparing for adulthood • Managing finances	

Appendix 2: Early Years Curriculum: Personal, Social and Emotional Development.

TOPIC	EARLY LEARNING GOALS
ELG: Self Regulation	• Begin to understand their own feelings • Begin to regulate their own behaviour • Be able wait for their turn and regulate their own behaviour • To work towards a goal • Begin to increase their attention • Begin to follow simple instructions
ELG- Managing self	• Be confident to try new activities • Begin to increase their own independence and perseverance • Begin to develop resilience • Begin to follow rules, know right from wrong • Begin to manage basic hygiene • To begin to undress and dress again • Explore and try healthy foods where possible.
ELG- Building Relationships	• Begin to work with others • Begin to play with others • Build positive relationships with staff • Build positive relationships with peers • Explore their own needs as well as those around them

Appendix 3: Post 16, entry level: Branching out. Pre- entry level, Roots.

TOPIC	
At home skills	• Independence skills
Self-care and support	• Emotions, feelings and self regulation
Financial literacy	• Money
Independent living skills	• Being safe online and in the home
Health and wellness	• Keeping healthy
Adult relationships	• Positive relationships, adult relationships, keeping safe
Transport skills	• Independence skills
Community	• Being part of the community
Social and recreational	• Developing being me
Developing my own choices and pathways	• What happens next
Employability	• Skills needed for a job, work.
Adult relationships	• Being me
Medication and first aid	• What hurts and how to help.

TOPIC	
Mental health	• Help and how to self regulate
Rights and responsibilities	• What are my rights and needs.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	