

# **FOREST OAK SCHOOL**

## **RELATIONSHIPS & SEX EDUCATION POLICY (Draft)**



**Approved by Governors:  
Reviewed: December 2023**

## **Aims of the Policy**

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

### **The aims of 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.
- develop a language in which they can communicate about sexual matters, including emotional aspects, in a safe environment
- Develop their feelings of self-worth, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Support communication and decision making, knowing how and where to gain information and support to keep themselves safe
- help pupils experience loving and caring relationships

### **Statutory Requirements:**

- In the Relationships Education, Relationships and Sex Education, and Health Education in England paper (2019), The DfE states that ‘Relationships Education, RSE and Health Education must be accessible for all pupils’ and that ALL pupils are entitled to ‘high quality teaching that is differentiated and personalised’. Mainstream schools and special schools have a duty to ensure that children with SEND are properly included in RSE saying that good quality RSE: ‘is an entitlement for ALL young people regardless of gender, sexuality, religion, faith and those with physical, learning or emotional difficulties.’ (Children and Social Work Act 2017)
- Relationships Education is compulsory in all primary schools in England. Relationships and Sex Education is compulsory in all secondary schools. Health Education and Personal, Social, Health Education is also now a statutory subject.
- This policy also addresses the requirements and strategies set out in the Education Act 1996.

### **Forest Oak Definition of RSE:**

- 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.

### **Equal Opportunities and Inclusion at Forest Oak**

- We strive to make the RSE curriculum an inclusive one, appropriate and relevant to all pupils regardless of age, culture, gender, ability, disability, sexual orientation, religion, experiences, or family background. The RSE policy and curriculum reflects and is in line with the schools’ equal opportunities policy.
- The RSE subject leaders and all school staff ensure that the content, approach, resources and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included. RSE strives to meet the needs of all pupils regardless

of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions, and offers support.

### **Curriculum and Delivery**

- Our RSE curriculum is based on the PSHE Education Planning Framework for Pupils with SEND from the PSHE Association which fully aligns with Statutory Guidance for Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE)
- 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 Religious Education (RE).
- Lessons take place in familiar classrooms with familiar teachers to ensure pupils are confident that they will be kept safe and their views respected.
- Ground rules and the issues of confidentiality is revisited to ensure understanding
- A range of pupil communication aids are used such as worry and question boxes, individual scaling and strategies so pupils can identify their needs in ways in which they are comfortable.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities and resources that ensure the curriculum is accessible to ALL our pupils. These include: Circle time, drama, themed discussions / debates, role play/scenarios, card sorting, creative tasks, sensory activities, approved media and sensory curriculum tools.

### **Relationship Education for Primary pupils**

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact. Puberty will be taught in Year 6 through the Health strand of PSHE.

#### **Content:**

- People who are special to us
- Playing and working together
- Getting on with others
- Public and Private
- Keeping safe
- Keeping safe online
- Trust
- Kind and Unkind Behaviours
- Dealing with Touch
- Different Types of relationships
- Changes at Puberty
- Internal and external sources of support

## **Relationships and Sex Education (RSE) for Secondary Students**

Relationship and Sex Education (RSE) and Health for secondary aged students will continue to revisit the topics covered in the primary curriculum and, as appropriate, begin to cover new topics including:

- Puberty
- Masturbation
- Personal Hygiene
- Healthy and Unhealthy Relationship Behaviour
- Romantic Feelings and Sexual attractions
- Intimate relationships, consent and contraception
- Long Term relationships/parenthood
- Internal and external sources of support

### Types of relationships

- Families
- Friendships
- LGBTQ+

### Relationship Skills

- Respectful relationships
- Online relationships
- Sexual Activity and Behaviour
- Contraception and Sexual Health
- Personal Skills
- Culture and Society

All topics are covered at a level that is appropriate for the pupil in terms of curriculum pathway, age and maturity. Some content will be covered in small groups within classes to ensure good quality teaching and personalisation.

## **PSHE Short Course Award (ASDAN Accredited) KS4 ASH pathway**

The ASDAN PSHE Short Course includes Modules on Relationships and Sex Education, selected and aimed at increasing young people's awareness of, and confidence to deal with, issues surrounding relationships, personal skills and sexual health. Pupils working at PSHE SEND Framework 'development' level and above in Year 9 will complete the PSHE Short Course in KS4

### Topics covered include:

- Respectful Relationships
- Consent/Moral responsibilities and Legal consequences
- Contraception and Sexual Health
- Social Media including body image and digital resilience
- Harmful online behaviours and accessing support
- Keeping safe and healthy
- Families and Parenting
- Culture and Society

- Internal and external sources of support

### Curriculum links

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning. Some examples of this may include:

PSHE	Pupils learn about respect and difference, values and characteristics of individuals.
Science	Pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
Computing	Pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
PE	Pupils can develop competence in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
Literacy	Access to a wide range of books showing diverse characters.

### Assessment:

We use an Ipsative Model to assess pupil progress in PSHE. Our curriculum and individualized, child-centred approach guarantees that every child makes progress from their own unique starting points. Our pupils join us with lower than average national starting points, both socially and academically, due to their diagnosed needs.

Learning outcomes identified for each PSHE topic area will develop in progressive stages of:

- Encountering: effective engagement in the learning process
- Foundation: underpinning learning
- Core: fundamental learning elements
- Development: increasing understanding of learning
- Enrichment: deepening of application of learning
- Enhancement: applying learning in different contexts
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Measuring progress across RSE lessons is made using solar tracking of individual steps. Both teacher and pupil traffic lighting of differentiated learning outcomes or 'I can' statements each lesson informs judgements and next steps; activities are built into teacher delivery to support:

- 1. Baseline assessments:** on starting a new 'piece of learning' e.g., draw and write, responding to pictures, mind map, role play, washing line continuum
- 2. Assessment for learning:** (AfL) to gauge understanding, adapt teaching, promote and maximise learning such as structured questioning, mini plenaries between activities, feedback and feed forwards.
- 3. Assessment of learning:** (AoL) At the end of the 'piece of learning', we measure progress from the starting point (AoL) to evidence progress and inform future teaching

e.g., presentations to a group (prompted/supported by an adult or peer if necessary), producing images/pictures/photographs of work or filming/audio recording of pupils' work when they have demonstrated a particular skill or attribute.

### **Roles, responsibilities and entitlements**

All members of the school community have certain roles, responsibilities and entitlements regarding RSE.

#### **All Pupils have:**

- An entitlement to receive RSE appropriate to their age, development and specific needs.
- An entitlement to be involved and consulted about the school RSE programme and the RSE policy.
- A responsibility to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity

#### **All Parents/Carers have:**

- An entitlement to be consulted, informed and have access to information about the school RSE programme and policy development.
- An entitlement to be informed about the right of parents to withdraw their children from RSE lessons.

#### **All teachers of RSE have:**

- A responsibility to deliver the RSE programme in line with the school policy.
- An entitlement to be consulted about the development of the school's RSE policy and practice
- An entitlement to appropriate training and support.

#### **All school staff have:**

- A responsibility to be aware of relevant RSE issues and to provide pastoral support for pupils in line with the school policy.
- An entitlement to be consulted about the school's RSE policy and practice.
- An entitlement to appropriate training and support.

#### **Governing Body has:**

- A responsibility to approve the RSE policy and hold the Principal to account for it's implementation
- An entitlement to receive guidance from the leadership team and RSE co-coordinator.
- An entitlement to receive appropriate training and a responsibility to attend appropriate training

#### **The Executive Head teacher has:**

- A responsibility for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

**PSHE Subject Lead has:**

- A responsibility to provide up to date guidance
- Provide support to other members of staff
- Co-ordinate and update effective use of resources
- An entitlement to relevant training and adequate leadership time
- A responsibility to update school policy and practice, as and when necessary, in line with Local and National guidelines.

**The Responsibilities of the Safeguarding Team:**

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE education.
- Supporting parents and families with any concerns or questions.

**Working with External Agencies**

- Experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE at Forest Oak. E.g., School nursing team, Umbrella Health, Loud Mouth and Brook.
- This policy will be shared with all visitors.
- All input to RSE lessons is part of a planned programme and all visitors are supported by school staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

**Working with Families**

- RSE at Forest Oak School is taught sensitively and inclusively, with respect to the background and beliefs of pupils and parents.
- We believe parents/carers are the first teachers of their children and consult parents in RSE policy development through surveys and curriculum meetings.
- parents are welcome to view resources used and discuss for individual pupils' needs.
- We communicate with parents before specific RSE sessions take place and operate an open-door policy to ensure parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

**Parents Right to Withdraw Pupils from lessons**

Parents/Carers can request for their child to be withdrawn from Sex Education lessons within RSE up until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than being withdrawn, the school will plan to provide the child with sex education during these terms. As RSE is an important part of our curriculum, contributing to keeping children safe and developing their emotional, social and physical well being, it is hoped all pupils will participate in all aspects of these lessons.

However, the school acknowledges the legal right of parents/carers as described below:

- Parents/carers of both primary and secondary-aged pupils will not be able to withdraw

their children from any aspects of Relationships Education, Health Education or National Curriculum Science.

- Parents/carers will be able to withdraw their child from any or all aspects of sex education up until 3 months before the age of 16. This is following discussion with the Executive Head teacher and providing notification to them in writing. School will keep a record of this.
- Once a child has been withdrawn, they cannot take part in the Sex education lessons of RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver this content to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by staff. Pupils withdrawn from Sex Education of RSE continue with independent learning tasks outside of the classroom for that session.

### **Monitoring, & Evaluation:**

- This policy and it's implementation are approved by the Governing Body.
- Lessons are monitored through school learning walks, observations, work sampling & moderation, staff discussions & surveys and pupil voice.
- RSE subject leaders have dialogue with teaching staff and assessment & data lead to evaluate both delivery & content.
- An annual subject action plan supports review provision review and fed to the Senior Management within school self-evaluation guidelines.
- Feedback from parents, pupils and staff is welcomed.
- RSE subject leaders are responsible for reviewing current provision.
- The policy is reviewed every 2 years.
- Governors consider evaluations and recommendations before amending the policy.

### **Review of this policy:**

This policy is reviewed at least every 2 years and in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. is policy has been developed in conjunction with other key policy documents listed below:

- Keeping Children Safe in Education 2020
- Equality Act 2010
- SEND code of Practice 0-25 years
- Promoting Children and young people's mental health and wellbeing 2015 updated 2021
- Mental Health and Behaviour in Schools 2018

This policy should be read in conjunction with the following school policies:

- Behaviour, Anti-bullying and Restorative Practice Policy
- Positive Mental Health and Wellbeing Policy
- Safeguarding Policy
- Equalities and Accessibilities Policy



## Appendix 1

Dear Parent/Carer

### Relationships and Sex Education (RSE)

As part of our school's Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) programme next term your child will be covering the topic: Romantic Feelings and Sexual Attraction.

<b>Year 9 Spring term: Romantic Feelings and Sexual Attraction</b>	
<b>Objectives covered linked to individual pupil level:</b>	
encountering	Respond with interest to stimuli about people we like or know.
foundation	Identify what it means to like someone.
core	Describe the difference between 'liking' someone and 'fancying' someone.
development	Explain how part of growing up might be to experience strong feelings about people we like or fancy.
enrichment	Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.
Enhancement	Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.

These lessons have been carefully planned to be relevant and appropriate to the students.

If children and young people are provided with timely and appropriate information about their bodies and relationships, they can transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

Our RSE and PSHE programmes of study are informed by guidance from the Department for Education.

If you have any questions about Relationships and Sex Education or would like to review resources, please contact the class teacher to discuss.

Yours sincerely

MISS I JERRARD/MISS M HOLLADAY  
PSHE LEADS

MISS D LUCK  
EXECUTIVE HEAD