

# Relationships and sex education policy

## Review of this policy

This policy will be reviewed annually or sooner if legislative changes of good practice guidance dictate.

## Introduction

The Relationships Education, Relationships and Sex Education and Health Education Guidance (DfE 2019) states that:

Relationships Education, RSE and Health education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special education needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

In special schools and for some SEND pupils in mainstream schools, there may be a need to tailor content and teaching to meet the specific needs of pupils in different developmental stages. As with teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

## Relationships and Sex Education (RSE)

Relationships and Sexual Education is now mandatory and needs to be taught as a stand alone lesson. The Directors have decided that RSE will be taught in school within the school's personal, social and health development curriculum.

Every student's personal and social development is central to our core mission at Hazelbeck. The Hazelbeck learner is safe and independent – both core skills taught through a relevant RSE curriculum.

Relationships and sex education run through all aspects of education at Hazelbeck. It prepares students for a life outside school by providing them with the social and life skills to reach their potential. We meet "the ever-changing needs of our students" and "promote independence". We focus on health and wellbeing self-care, safety, emotional wellbeing, self-awareness, life skills, hygiene and snack preparation), Relationship and Sex Education (teamwork, safety, positive touch, public and private) and living in the wider world (IT, careers, safety in the community and cooking).

Sexual reproduction and puberty are taught as an aspect of the Science curriculum and are therefore mandatory. Within Hazelbeck these subjects are taught in dedicated RSE sessions. These sessions may be in groups, classes or individual sessions. They may also be in single sex groups depending on the content. All of these lessons are appropriate to the needs and developmental level of the individual young person. Additionally, some aspects are covered informally through other activities and through a student's personal care programme e.g., body awareness, appropriate touch, privacy, and dignity. Please see the long term plans

for curriculum coverage at the end of this document to see what topics are covered. Coverage will depend on the developmental level of your child.

Any questions will be answered factually and honestly taking into account the wide range of needs throughout the school. All teaching staff have recently undergone significant training around the delivery of RSE in school.

## **Context**

At Hazelbeck School RSE is taught as part of PSHE, using a range of materials including Chailey Heritage 'Sex Factor' resources and Ur Choice. Teaching of RSE will often relate to personal and social development targets on a student's EHCP.

### **PSHE encourages students to:**

- Develop confidence and make the most of their abilities
- Understand that body parts, language and places can be public and private in nature, and this affects how we behave
- Play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect differences between people

### **To achieve these aims, students are offered opportunities in the curriculum to:**

- Take responsibility
- Feel positive about themselves
- Participate
- Make real choices and decisions
- Develop relationship
- Consider social and moral dilemmas
- Find information and advice
- Prepare for change

## **Ensuring all young people's needs are met**

The RSE programme is flexible to meet the different needs of all young people. If necessary, there is support from outside agencies.

Students who use alternative methods of communication will need to be shown an appropriate range of signs, symbols or photos, to support their ability to communicate their feelings and to ask questions.

Students with profound and multiple learning difficulties, who we refer to as experiential learners, also need to be included through the development of self-awareness, body recognition and respect of privacy.

## **Child protection and safeguarding**

Staff follow the statutory guidance from the DfE document 'Keeping Children Safe in Education'.

Children and young people with learning difficulties may be vulnerable to exploitation and abuse for a number of reasons. RSE should increase their ability to recognise and respond to abusive behaviour.

The foundation of all RSE work is the development of self esteem and emotional resilience. Introducing the element of choice into young people's lives at an early stage is vital; knowing that they can make a choice, and can say yes or no, are important skills for life. The theme of public and private parts of the body, places and language runs throughout school.

## Feelings and behaviour

RSE can also help students understand the impact of feelings and emotions on behaviour and how our behaviour affects the feelings of others. Work across the curriculum will support students with this understanding.

## Staff support and CPD

Hazelbeck School recognises that some staff may feel uncomfortable with the teaching of some aspects of RSE. Continuing Professional Development, internal support from trained colleagues and external support (e.g. community specialist nurses) is offered to assist staff with teaching as part of their development, in order to ensure staff delivery appropriate and effective.

## Parental support

Hazelbeck School will inform parents/carers when specific aspects of the RSE curriculum are being taught (e.g., sexual reproduction) to enable them to both be aware of this learning and to seek their support for their child's emerging understanding of RSE.

As a non-denominational school Hazelbeck School will ensure that teaching is factual, honest and without prejudice to any particular faith.

## Policy scope and accountability

- Staff, directors and parents and the wider school community should have regard to this policy
- Accountability for leading, administrating, implementing and reviewing policy rests with the school leadership and with the PSHE lead teachers
- Accountability for performing as policy requires rests with all staff

## Related policies and guidance

The following policies and guidance are relevant to this policy:

- Keeping Children Safe in Education Statutory Guidance 2022
- Safeguarding
- Child Protection
- Touch Guidance
- Intimate Care

This policy will be reviewed bi-annually or sooner if legislative changes or good practice guidance dictate.

Approval by Local School Committee or Headteacher