

# Mapledown School



Working and Learning Together

## Relationships and Sex Education Policy

<b>Name of School</b>	Mapledown School
<b>This policy was updated on And reviewed on</b>	November 2020 November 2021
<b>The policy is to be reviewed annually in</b>	September 2022
<b>The Designated Safeguarding Leads are</b>	Sandra Chaaya - Headteacher Sue Hart - Deputy Head Caroline Garvey - Deputy Head
<b>Agreed</b>	November 2020

This policy should be read in conjunction with the following, which all staff will have read:

- \*Child Protection and Safeguarding
- \*Behaviour Policy
- \*Equal Opportunities Policy
- \*E-safety Policy
- \*Curriculum documents
- \*PSHE and RSE Schemes of Work and Programmes of Study
- \*Visitors Policy

### Schedule for Monitoring and Review

This Relationships and Sex Education policy was approved by the Governors on	November 2020
The implementation of this policy will be monitored by the	Senior Leadership Team and Heads of Department
Monitoring will take place at regular intervals	Date for review: September 2022
Should a serious incident take place, the following external persons/agencies should be informed	0-25 Disability Service LADO if it concerns an adult's behaviour, police will be informed

## Scope of this policy

The RSE Policy forms part of the overall PSHE and Citizenship Policy. This policy applies to all members of the school community ( including staff, students/pupils, volunteers, parents/carers, visitors).

It was amended in response from the DfE' Sex and Relationship Education guidance for schools (2000), Section 80A of the Education Act 2002, followed by further amendments to reflect updated legislation, including the Equality Act 2010, Sex and Relationships Guidance to Schools (2010), National Curriculum (2014), **DfE Policy Statement** on *Relationships Education, Relationships and Sex Education and PSHE Education (1 March 2017)*, *Children and Social work Act 2017*, and the *DfE Draft statutory guidance, The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England)*, February 2019 (Came into effect in September 2020).

## Introduction

Mapledown School is a mixed special day school for pupils with severe and profound and complex learning difficulties aged 11-19.

This relationships and sex education policy (RSE) explains the aims of RSE, within Personal, Social, Health, Economic Education and Citizenship (PHSE). It also describes what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. It was developed after consultation with staff and governors.

## Aim of this RSE policy

RSE is the lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Mapledown School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every pupil of secondary age.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

RSE has three main elements enabling pupils to:

1. Explore their own and other people's attitudes and values, developing a moral framework that will guide their decisions, judgements and behaviour, including their personal attributes such as honesty, integrity, courage, humility, kindness, generosity, justice, self-respect and self-worth.
2. Develop and practise personal and social skills, understanding the consequence of their actions,
3. learning to behave responsibly within all relationships
4. Increase their knowledge and understanding of how to stay safe and develop healthy and
5. supportive relationships

Dependent on pupil needs, the following range of topics are delivered (some within our ASDAN and New Horizons schemes)

- People who help us
- People in our lives
- Expressing likes/dislikes - saying "no"
- Appropriate Touch and Personal Space
- The changes that happen as we grow older
- Relationships and Communicating feelings

Particular aims of the school:

At Mapledown we aim to empower our pupils with dignity and self-reliance. We emphasise the value of behaviour that promotes self-respect, respect for others and ensures a happy and safe learning environment. We strive to develop an ethos in which each person is respected and valued whatever their gender, class, race, disability, age, sexual identity. We aim to reflect this in this RSE policy.

We know that positive, caring environments are essential for our pupils to develop a good self image. RSE helps us teach the pupils that as individuals we each own our own bodies and that we are in charge of our own bodies.

RSE provides learning opportunities about the functions of our bodies and the nature of sexuality and relationships.

It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner. It is important that RSE is taught within a framework which encourages pupils to have due regard to moral consideration and family life.

### **Content of RSE programme**

Where appropriate, for students working within the Pre-formal and Semi-formal curricula, RSE is integrated into the whole curriculum and is not necessarily taught as a discrete subject. It is taught by the class teacher and reinforced by all members of the team. Teaching in the “here and now” is recognised as essential as many of our pupils have difficulties generalising learning that is out of context.

At the Formal and Reaching Higher levels, RSE can be taught in discrete sessions. Discrete sessions may take the form of boys and girls clubs, in some cases mixed groups (mixed groups of pupils from different classes) or in class sessions.

Appropriate methods of teaching RSE (personalised to meet the pupils needs) use activities that encourage discussion (supported by communication systems). Real objects are used to demonstrate (e.g. spraying deodorant when looking at their growing bodies).

Within the formal and reaching higher levels, most RSE lessons are taught in class groups with the exception of “Changes that happen when we grow older” and “communicating feelings” which are taught as single sex groups.

We respect the religious and cultural beliefs of our pupils and staff. A very small number of our pupils may be taught about sexual relationships and contraception. If it is appropriate to teach this aspect of RSE, parents are informed before the pupils are taught. Parents have the opportunity to withdraw their child from the session. Questions about contraception and sexual relationships are answered accurately and honestly within the pupils’ ability to understand.

If pupils require further advice about contraception, then counselling and support can be sought from appropriate agencies such as Respond and Brooke.

Teachers consider the individual learning needs of the pupils when answering questions and addressing their needs.

Staff are aware that they must ensure pupils are aware that while some issues can be kept private they may need to pass on some information if the pupil is considered at risk. They are mindful that if discussions or behaviours raise issues of concern for a particular pupil they should follow the school’s child protection procedures.

The new National Curriculum Secondary states that all schools should make provision for PSHE. The key skills that underpin PSHE education and help schools fulfill their statutory responsibility to support pupils’ spiritual,

moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in The Education Act 2002. The three core themes are:

- Health and Well-being
- Relationships
- Living in the wider world

These are delivered through our ASDAN and New Horizons schemes.

The new National curriculum key skills for PSHE and RSE are:

- Identity - Personal qualities, attitudes, skills, attributes and achievements and what influences these
- Relationships - Friendship, including repairing broken friendship and developing new friendships; Personal feelings, including impact of others; Family, including difference and diversity; Peer influences, including positive as well as negative and body image; Growing up, including physical and emotional aspects and transition to next stage of learning; Bullying, including understanding what constitutes bullying behaviour, personal responsibility not to bully others and developing resilience strategies to lessen the impact of bullying.
- Health - Healthy Lifestyles, including diet, nutrition and physical activity, Physical development, including growth, naming body parts (a safeguarding issue) and puberty including physical/emotional changes and hygiene, Peer influences, including mental health/wellbeing, Substance use/misuse, including medicines, alcohol, solvents and tobacco; Emergency aid for self and others.
- Power and Media - How Power is used and encountered in a variety of contexts including persuasion, bullying and negotiation. Influence of technology, including television, computers, games consoles, mobile technology; Media influence; including commercialisation of children, social networking and critical media consumption.
- Rights, responsibilities - The notion of universal human rights, fairness and justice and consent in different contexts
- Financial capability, careers and work related learning - Beginning to understand the role of money for the individual and in society, including laws related to raising money. Opening up the World of Work to children, including job families, skill development and aspiration through goal setting and reviewing.
- Citizenship, Diversity and Equality - Developing as an active member of society, including school, local community and global community; Working as part of a team or group to support others.
- Change and resilience - Skills and strategies when faced with challenging change or circumstance

This informs Mapledown's Long Term Plans for RSE:

Key Stage	Themes
KS3	Puberty - my changing body (gender identification) Public and private behaviours - keeping ourselves safe Personal care and hygiene (including menstruation) Managing feelings and behaviours (awareness and coping) Relationships – myself and others, families and friends Personal sensitivity
KS4	Changes Relationships – sex education within a context of loving, established relationships (if appropriate) Reproduction Making safe choices
KS5 / post 16	Body changes - puberty and personal hygiene Understanding bodily needs (menstruation, wet dreams, arousal, masturbation and dignity) Preparing for adulthood Consent and assertiveness - learning to keep safe Health (sexual choices, testicular and breast cancer awareness)

Additional themes are taught in response to pupil needs.

### **Evaluation and Assessment**

Assessment is an integral part of teaching RSE and enables teachers to measure what pupils have learnt and decide what to teach next. The program is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community.

### **RSE, Equal opportunities and Inclusion**

The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at Mapledown. The teaching materials we use are regularly reviewed to ensure their suitability.

### **Working with parents and carers**

Parents and carers have an especially important role to play in RSE; they need to feel confident that Mapledown's program complements and supports their role. To enable this an information session for parents may be held to discuss the RSE program, teaching resources shown and opportunities are given for discussion and questions. Letters are also sent home to inform parents and carers when a new RSE topic is due to be taught in class, and class teachers ensure they are available to answer any queries from parents and carers.

Pupils are encouraged to communicate their concerns and problems with parents/carers where appropriate.

Parents and carers have the right to withdraw their children from all or part of the school's RSE program, except those parts covered by the statutory national curriculum in science. Parents who have concerns about RSE are encouraged to talk to the class teacher to discuss the program in detail .

### **Role of Governors**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### **Role of the Headteacher**

The Headteacher is responsible for:

- The overall implementation and monitoring of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from certain topics.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy annually.

### **Role of the RSE coordinator**

The RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive, relevant and accessible for all pupils.

- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the school curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

### **Role of Staff**

Staff are required to be good role models particularly in relation to how they interact with their colleagues and peers. They need to be aware of the boundaries between student/buddy relationships. Staff should use teaching methods which include drama/role play/interactive activities. Use of a range of 'real' objects, real anatomically correct fabric models when necessary. Staff's practice reflects the school's open culture and promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They are given opportunities to learn to keep themselves safe.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

### **OTHER RELATED POLICIES:**

This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

- E-safety
- Behaviour
- Health and safety
- Data protection