



Applebee Wood Community Specialist School

Relationship and Sex Education Policy

School Mission Statement

Applebee Wood Community Specialist School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

Philosophy

Applebee Wood Community Specialist School is a school for children aged 4 - 16 who have learning difficulties, with an increasing number of pupils on the autistic spectrum and with more complex and severe learning barriers. At Applebee Wood Community Specialist School, it is recognised that the importance of relationships in life is such that RSE is a crucial part of preparing children for their lives now and in the future as adults and parents. All children need help to develop skills to be safe, to make the most of life opportunities and to learn what sorts of behaviour are, and are not, acceptable.

The policy for Relationships and Sex Education is written in accordance with this philosophy. In our provision of RSE each child is considered on an individual basis. The aspects of the topics covered, will be appropriate to the needs of each pupil at Applebee Wood Community Specialist School, within the context of moral considerations and the value of family life.

What is Relationships and Sex Education at Applebee Wood Community Specialist School?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE).

Definition and Legal Requirements

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science or relationship curriculum.

Documents that support this policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010),

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education - Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Curriculum

Applebee Wood Community Specialist School, the curriculum is designed around three interlinking pathways:

Pre-Formal

A sensory curriculum for life and learning

Pupils with multiple complex needs learn through consistent routines, sensory experiences and interaction with adults.

Semi-Formal -

An exploratory curriculum for life and learning.

Pupils learn through play, exploration, practical activities and community involvement.

The curriculum supports pupils to:

Formal -

An academic curriculum for life and learning with provision for pupils' specialist needs.

Pupils access the National Curriculum Programmes of Study, adapted and augmented in the light of individual needs.

SRE is part of the PSHE curriculum.

The curriculum map and medium term plans detail the content included.

Topics that are included are:

KS2:

Safe Relationships

Families and Friendships

Respecting ourselves and others

KS3:

Diversity

Discrimination

Respectful relationship

Building Relationships

Identify and Relationships

Intimate Relationships

KS4:

Healthy relationships

Communication in relationship- including consent

Sex Puberty and STI's

Through it we give consideration to pupils' needs and ability to understand, and aim to

- Develop moral understanding
- Encourage pupils to feel positive about themselves, develop confidence and self esteem
- Develop respect for others
- Encourage pupils to make positive choices
- Help pupils to develop healthy relationships within a moral framework
- Help pupils understand how relationships are formed, maintained and sometimes ended
- Prepare pupils for change, physically and emotionally
- Teach pupils about appropriate and inappropriate behaviour
- Encourage assertiveness
- Help pupils stay safe
- Help pupils to understand emotions and feelings
- Develop an awareness of family life and the responsibilities of parenthood
- Develop an understanding and acceptance of diversity

The content covered as part of each year group can be seen in our PSHE and RSE curriculum map. The scheme of work is from the PSHE Association, and offers quality assured and appropriate resources. Staff will use their judgment as to what the pupils will understand and their emotional maturity to plan appropriate programmes of work.

Responsibilities

It is the responsibility of the Governing Body to ensure that RSE is taught within the parameters of the PSHE and Science curriculum and that it is an entitlement of every child. Governors will ensure that that staff and parents are informed about the content and delivery of the curriculum.

Sensitive Issues

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated

with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "We are not learning about this in Year... You may ask your Mum/Dad /carer when you get home. You will learn more about this in Year... (if known). If staff have a concern, then parents may be contacted.

Confidentiality

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality.

In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (DSL -Mr Earl).

Child Safeguarding

All pupils have the right to expect Applebee Wood Community Specialist School to provide a safe and secure environment. If a member of staff (teaching or non- teaching) suspects that a child is a victim of abuse or they have reason to believe that he / she is at risk of abuse, they will report their concerns

If there is a concern about the child's safety, then teachers and the DSL should follow the school safeguarding policy.

Assessment

Assessment of Relationships and Sex Education at Applebee Wood Community Specialist School is a planned part of teaching and learning which helps set clear expectations for standards and achievement. It is used as a tool to ensure progression and to motivate pupils who become partners in the process. It allows pupils to be clear about strengths and weaknesses in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Teachers at Applebee Wood Community Specialist School will:

- actively involve pupils as partners in the assessment process
- discuss with pupils learning objectives and desired outcomes
- give opportunities for pupils to give and receive feedback on their progress

- give pupils opportunities to collect evidence of their achievements and help them identify what they should do next

PIVATS data allows targets to be set and progress monitored. This data will be analysed and any pupils needing further support will be identified and interventions will be put into place.

Working with the Wider Community

Elements of Relationships and Sex education are provided by a range of people in the wider community including Add Action, PCSOs, school nurses and health professional, social workers, youth workers and visitors. Health professional who are involved in delivering programmes are expected to work within the school's Relationships and Sex Policy, and on the instruction of the head teacher. The class teacher will remain in lesson throughout and will consult in detail regarding the lesson content and methods of teaching and assessment. However when health professionals are in their own professional role, e.g. school nurse, they will follow their own professional codes of conduct.

Equal Opportunities

We strive to make the SRE curriculum relevant to all pupils regardless of age, culture, gender, sexual orientation, religion or social class. We avoid enforcing gender or racial stereotypes.

Parents and RSE

Parents are informed of their child's participation in RSE work and are legally entitled to withdraw their son or daughter from the sexual elements of the curriculum. This does not apply to those aspects covered by the science and relationships curriculum.

Legally when a child reaches 16, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Therefore, parents can only opt out of the part of the PSHE lesson that discuss what the physical acts of sexual activity are in the context of pleasure. However, it is very important that our pupils know what sexual activity is to understand why people would have a sexual relationship without the purpose of reproduction. As a school, we feel all aspects of RSE should be taught to the pupils so they can make informed and safe choices, and to know when situations are not safe and how to deal with them.

Any parent wishing to discuss this aspect of the curriculum in more detail should contact the deputy teacher or Headteacher for more information.

We are aware that some parents find it difficult to cope with their child's sexual development and are happy for school to take the initiative. Equally, we are happy to work

with parents to ensure they are confident that we are meeting the needs of their child. We understand the importance of consistency of information given to the child or young adult.

Evaluating RSE Provision:

Annual evaluation of RSE provision will take into account; teacher assessment and feedback, the evaluation of planning, book scrutinies, information gathered from learning walks and formal observations, information gathered from talking to pupils, information gathered from research and professionals within this field, current government initiatives and advice, pupil's IEP targets, B Squared levels, comparisons to national data and safeguarding measures. This information informs annual future planning of the PSHE and RSE scheme of work at Applebee Wood Community Specialist School target setting and reporting to parents through annual reviews, parents meetings and annual school reports.

Monitoring

This policy and its implementation are approved by the Governing Body.

Work is monitored by senior staff and the PSHE/RSE Curriculum Team Leader.

E Patten

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