St. Nicholas School Canterbury

RELATIONSHIPS AND SEX EDUCATION POLICY

Policy Created	**January 2023**
Governing Body Committee	**Finance and Resource Committee**
ELT responsibility	**Charlie Wainwright and Shannon Roberts**
Date Reviewed by Governing Body	**Adopted by Chairperson's Action on 20/04/2023**
Date of Next Review	**January 2024**

POLICY

St Nicholas School believes that learning about sexual development and relationships can greatly contribute to the ability of our pupils to lead fulfilling lives. It develops self-esteem and confidence, personal autonomy and individual responsibility.

Our aim is to give our pupils the skills to conduct their relationships with assertiveness and dignity, and to avoid exploitation. We therefore aim to give them the skills, knowledge and understanding to enable them to achieve this. This involves imparting a body of agreed knowledge to all students within a given key stage, together with highly individualized programmes to meet the specific needs of individual pupils. We assert the view that people with learning disabilities should not be excluded from forming loving and caring relationships during their lives; we recognize that whilst for some of our students expectations of marriage and parenthood may be unrealistic, good sexual health is a possibility for all. Partnership between school, home and outside agencies is crucial in ensuring the success of this programme.

The policy has been developed in accordance with the curriculum guidance for September 2020. It has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review- A working party pulled together all the relevant information including national and local guidance
- Parent/stakeholder consultation in which parents and interested parties were invited to attend a meeting about the policy and schemes of work
- Staff consultation in which staff were given the opportunity to look at the policy and make recommendations
- Pupil consultation in which we use PSHE lessons to find out what pupils wanted from RSE
- Ratification in which, once the amendments were made, the policy was shared with governors and ratified.

AIMS

- To provide knowledge and information to which the pupils have an entitlement.
- To build upon the knowledge, skills and understanding the pupil has acquired through the Personal, Social and Health Education (PSHE) programme.
- 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
- To help pupils develop feelings of self- respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils to understand their sexual feelings and behaviour so that they can lead fulfilling and enjoyable lives.
- To develop the skills of decision making, making choices, assertiveness and communication which are necessary in a range of situations.
- To promote acceptable and appropriate behaviour in public and private situations
- To give practice in strategies which reduce the risk of exploitation, misunderstanding and abuse.
- To provide the confidence to be an active member of society.
- To enable access to information and facilities
- To connect individual students to NHS Sexual Health services when and if required

STATUTORY REQUIREMENTS

As a maintained Special School we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. 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.

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. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. RSE is not about the promotion of sexual activity.

THE PROGRAMME

All pupils experience a programme of sex and relationships education (RSE), at a level that takes into account their age, and their physical and cognitive development. RSE is taught within the Personal, Social, Health and Economic curriculum (PSHE). Biological aspects of RSE are taught within the science curriculum.

The planning framework and associated topics for RSE are organised into the following topics. Please note, for pupils within Key Stage 2 for whom it is felt appropriate, body changes and menstruation are also taught.

Key Stage 1 and 2:
- Making personal choices
- Personal responsibility
- Knowing how I am changing
- Safety in the community
- Respecting privacy

Key Stage 3:
- My changing body
- Awareness and coping
- Being myself
- Community belonging
- Personal sensitivity
- Human development

Key Stage 4 and 5:
- Understanding my bodily needs
- Teenage pregnancy
- Sexual health
- Relationships
- Pregnancy and birth
- Sexuality and enjoyment

These areas are taught within the context of family life, taking care to ensure that there is no

stigmatization of children based on their home circumstances, and acknowledging that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also teach reflecting sensitively that some children and young people have a different structure of support around them.

ROLES AND RESPONSIBILITES

The Governing Body
The governing body will approve the RSE policy, and hold the Head Teacher accountable for its implementation. The governing body will hold the head teacher accountable for the implementation of this policy.

The Headteacher
The Head Teacher 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.

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 Head Teacher, or members of the PSHE curriculum team.

Pupils
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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

Parents have the right to withdraw their children from non-statutory components of sex education within RSE, having shared their concerns with the Head teacher. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head Teacher. The Head teacher will want to discuss these concerns with parents so that parents are well informed about what would have been taught and the rationale behind this teaching, so that decisions about withdrawal are well informed, and would not provide a safeguarding risk to the child or young person. Alternative work will be given to pupils who are withdrawn from sex education.

Training
Staff are trained on the delivery of RSE as part of their training programme, included within the professional development calendar. As part of this*, LifeWise* is a new innovative programme bought into by the school, to support the training and delivery of RSE across all curriculum pathways within the wider school community. Staff will also be given the opportunities to undertake any subject specific training.

The Head teacher may also invite visitors, such as the sexual health professionals, to provided support and training to staff teaching RSE.

Teaching Methods
The school is supported by an NHS professional specializing in sexual health with specific expertise in training people with and caring for those with learning disabilities. Joint workshops run by these NHS professionals and school staff are provided for parents, carers, teachers, TAs from this school, as well as in an outreach capacity for other schools. This work supports the programme of work at St Nicholas, and sessions in the Senior Department are planned and presented by school staff. Sessions take place in familiar locations in which the students feel comfortable.

The programme provides for plenty of repetition to assist the students to consolidate their understanding. Material is presented in a lively, practical way, using the correct names for body parts and functions, visual and sensory materials and active methods of learning. Students are grouped in Key Stage ability groups, with flexibility for particular students to access additional areas of the curriculum according to their needs. Anatomically correct models, together with age appropriate magazine and video materials created specifically for students with severe learning difficulties, are integral parts of the programme. Usually sessions begin with the whole group together, and then split into gender groups for further discussion and consolidation.

No teacher is expected to undertake sex and relationships education teaching without the support of colleagues in school, the nursing service and specific training.

Contraceptive Advice
Students are taught that in a context of a committed and loving relationship, using a condom is important when having sexual intercourse. It is taught as an effective contraceptive preventingpregnancy, and as being important in preventing the transmission of STD's. Questions about other forms of contraception, or STDs such as HIV/AIDS, are answered accurately and honestly within the pupil's ability to understand. If a pupil requires further personal advice about contraceptive use,counselling and support will be sought from the appropriate agencies and personnel.

A pupil may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a group. A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences. These support systems and interventions are available to all pupils, but if and when required, individual students can be connected to NHS Sexual Health services. The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment.

All personal information and records are stored securely onsite in accordance with the Data Protection Act 2003.

Sexual Abuse
The school takes Safeguarding issues seriously and young people who have been affected by sexual abuse, or who make a disclosure during the teaching of RSE are appropriately supported by

trained professionals within the school. The information is shared with the school's Safeguarding lead, usually the Head teacher and ways to proceed are decided.

Child Sexual Exploitation (CSE)
The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (eg: food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing and or/ others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition, for example, the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/ young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources.

> "Children and young people who are sexually exploited are the victims of child sexual abuse, andtheir needs require careful assessment. They are likely to be in need of welfare services and- inmany cases- protection under the Children Act 1989. This group includes children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangsor are the victims of trafficking" *Safeguarding Children and Young People from Sexual Exploitation (2009) DCSF Kent and Medway Safeguarding Children Boards*

Fundamental to the teaching of Relationships and Sex within St Nicholas are core themes regarding dignity, consent and choice. We recognize that our young people are vulnerable learners and may need additional support when presented with situations which may compromise their choices. All teachers have had training regarding children at risk from Sexual exploitation, and Safeguarding leads within the school are clear about the risk assessment toolkit, and frameworks for categorising risks our young people may face. In cases where the indicators become apparent, or when a disclosure regarding exploitation and abuse is made, Safeguardingand support processes are immediately put into place.

The Safeguarding lead will follow referralprocesses and the child or young person will access therapy or counselling provided either by theschool, or through CAMHS, as agreed through the Creative Therapies team and multi-agency working following the referral. In most instances, this support is already in place for children andyoung people who may have been identified as vulnerable or are exhibiting behaviours which cause concern and may allude to Sexual Exploitation and abuse.

In some instances where specific concerns lead to specialized therapy, for example young people at the risk of becoming sex offenders themselves, risk assessments within the school are in place and staff working withsuch students have access to Supervision by a trained Clinical Supervisor, whilst the referral goes through. This is to ensure staff remain safe and able to share their concerns, remain resilient andable to keep the children and young people safe.

Female Genital Mutilation (FGM)
As of 31 October 2015, Schools have a mandatory duty to report known cases of FGM to the police. FGM is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. It comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. The duty to report is a personal duty which requires the professional who becomes aware of the case to make a report. Within St Nicholas, the first report will be a Safeguarding incident form, taken to the Safeguarding lead, who will then act immediately. Teachers have received training about the signs that a girl may be at risk of FGM, or if the procedure has already taken place.

Further details regarding types of FGM and words inforeign languages associated with the practice can be obtained online or through the RSE coordinator. FGM is not a matter that can be left to be decided by personal preference. It is an extremely harmful practice. Professionals

should not let fears of being branded 'racist' or 'discriminatory' weaken the protection and support required by vulnerable girls and women.

FGM is a form of child abuse and has severe and significant physical and mental health consequences.Victims of FGM are likely to come from a community that is known to practice FGM. Professionalsshould also note that the girls and women at risk of FGM may not yet be aware of the practice orthat it might be conducted on them, so sensitivity should always be shown when approaching the subject.

Masturbation
The school respects the privacy of individuals when they use private areas such as the toilets. Pupils who may appear to be sexually aroused within their class and choose to touch themselves are asked to stop. If a pupil struggles to comply with this request, then the student may be asked to leave the classroom discreetly and sensitively.

The school can provide social stories for pupils who may need additional support understanding about keeping their bodies private. This would be done with discussions from the parents about ways to proceed in this matter. Of paramount importance is keeping pupils safe and the ensuring the safety of those around them. Maintainingdignity and using opportunities to learn about privacy and safety are important.

Parents
Working in partnership with parents is crucial in ensuring the effective implementation of the RSE programme. We have developed packs of resources based on the resources used in school whichparents are encouraged to request to view at home and discuss with their child. They may alsoborrow copies of the videos that we use as part of the programme. We hold a meeting for parents each year at which issues relating to the sex and relationships education programme are discussed and parents can view the resource materials. The school nurse always attends these meetings. Any specific concerns that parents may have are communicated at the termly parent/teacher meeting or via the student's home-school book or by letter.

Parents may withdraw their child from the sex and relationships education programme, excepting the elements that arecontained within the statutory Science curriculum. This is explained to parents before the commencement of a block of work, and parents must contact the PSHE coordinator or the Head teacher if they wish to withdraw their child.

THE ENGAGEMENT MODEL

The Engagement Model is embedded in all curriculum pathways. The assessment focuses on the 5 areas of engagement – Exploration, Realisation, anticipation, Initiation, Persistence. It is a statutory assessment for pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2).

Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model combines a formative and summative assessment approach. It is used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, and in line with the outcomes and targets set within their EHCP.

St Nicholas School appreciate that the principles of engagement are equally relevant to pupils of all ages. Further information can be found within the SHINE curriculum document and at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

MONITORING AND REVIEW

The RSE programme is monitored by lesson planning and observations, teacher monitoring and pupil and parent feedback.

This RSE policy will be fully monitored and reviewed on an annual basis by the Curriculum Subject Leads to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

The school monitors the effectiveness of the aims, content and methods of this programme, asking for parent's views when they borrow the resource packs, and through close links between the PSHE coordinator, class teachers and the school nurse. Teaching and learning of RSE will be assessed by student self-assessment, assessment for learning, peer assessment and teacher assessment through platforms such as Earwig, B-Squared and EQUALS.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES:

- All Curriculum policies
- Child Protection Policy
- PSHE Policy
- Health and Safety
- Creative Therapies Policy
- Curriculum Policies and Community Cohesion
- Equality Action Plan
- Internet Safety Policy
- Wellbeing Policy
- Counselling Policy
- Positive Behaviour Support
- First Aid

APPENDIX 1 PARENT FORM:

Withdrawal from Sex Education within RSE

St. Nicholas School Canterbury

Name of pupil:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other additional information you would like the school to consider:			
Parent signature			

Agreed Actions from discussion with parents
Date: