

Relationship and Sex Education Policy (SEND)

Date: **September 2023**

Review date: **September 2024**

Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high-quality education for pupils through school-to-school collaboration, Trust direction, high challenge and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders. Respect for all underlines our seven core values:

Respect
Equity
Self-worth
Partnership
Enjoyment
Communication (a voice for all)
Trust

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.

Relationship and Sex Education School Ethos

The school believes that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the students' ability to lead their lives safely, responsibly and make informed decisions.

A successful programme embedded in the Personal, Social, Moral and Health Education (PSMHE) Curriculum will help students respect themselves and others as they develop from children, through adolescence into adulthood. Relationship and Sex Education supports students in their physical, social and moral development.

We want all of our children to be as fully equipped as possible for leading confident, healthy lives with maximum independence. We recognise that our students' learning difficulties increase their vulnerability to the possibility of exploitation and abuse. The school values the partnership of parents and carers in providing the best education for our students.

Aims

- To provide knowledge and information to which all students are entitled
- To clarify/reinforce knowledge the students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students understand and cope with their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop their communication skills to ask for help

- To develop skills of language, decision making, choice, assertiveness, which are necessary in a range of situations where sexual behaviour could be a focus
- To promote acceptable and appropriate behaviour in public and private situations
- To give opportunity to develop strategies which reduce the risk of harm to the individual or might be caused by the individual
- To help students minimise any possibility of the risk of exploitation, misunderstanding and abuse
- To provide the confidence for them to be a responsible member of society
- To provide access to further information and facilities

Statutory requirements

As a 5-16 academy school we must provide relationships education to all our primary pupils and RSE to all secondary pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lime Academy Hornbeam (LAH), we teach RSE as set out in this policy.

Parents will be consulted prior to any substantial changes being made to this policy or RSE framework.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review- A working group pulled together all relevant information including national and local guidance
- Staff consultation- all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation- parents were invited to attend a meeting about the policy
- Pupil consultation- we investigated what exactly pupils want from their RSE curriculum
- Ratification- once amendments were made, the policy was shared with governors and ratified

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.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Sex Education in the Curriculum

We intend that all students shall take part in a suitably differentiated programme of Relationship and Sex Education and personal development at a level which is commensurate with their age and physical development.

Relationship and Sex Education is taught through a rolling programme of concepts that are taught across all key stages.

Areas covered will include:

- Self-awareness - Who am I? What can I do?
- Identifying and naming body parts;
- Gender

- Families and people who care for me
- Skills: choosing, making decisions, saying yes and no/consent and keeping safe
- Caring friendships
- Respectful relationships
- Online relationships
- Preparation and impact of puberty
- Sex organs; identification and correct names
- Body changes, growing up, puberty, including personality / mood swings, etc.
- Masturbation
- Appropriate and inappropriate touch
- Privacy, dignity and respect, appropriate public and private behaviour
- Skills: choosing, decision making, assertiveness, including body language, dress, touch
- Menstruation: coping with changes and self-help skills
- Friendships
- Sexual relationships
- Safer sex
- Sexually transmitted diseases, including AIDS
- Pregnancy, birth and contraception
- To promote recognition of aspects of sexual behaviour that falls within the jurisdiction of the law
- Building self-esteem
- Respecting different points of view

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

If there is a perceived need defined by staff or requested by parents, for a child to receive such preparation in the primary department, this will be arranged for the individual child following consultation with the parents of the child and with their agreement.

N.B. The biological elements of Relationship and Sex Education, including naming body parts, puberty and human development are part of the National Curriculum Science programme. There may be times when pupils outside of these phase groups might be taught about various aspects within the RSE programme, but this will be in accordance with pupil's understanding of the terminology being used.

Teachers will deliver the curriculum without being influenced by their own values and beliefs.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory /non science components.

Teachers will:

- Establish ground rules appropriate to their class with students
- Use distancing techniques to depersonalise situations
- Use their practitioner knowledge of student's areas of need to further develop their understanding of Relationship and Sex Education.
- Know how to deal with unexpected questions or comments from the students e.g. admitting that they don't know the answer and will endeavour to find out. Telling the student they will discuss an issue after the main session if appropriate.
- Use discussion to reinforce understanding of concepts and ensure all students are able to access through use of relevant related resources
- Know when there are signs that there may be child protection issues being disclosed and refer on the same day to the Designated Child Protection Officer

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

Resources

The most valuable resource in the education of our students is to be found in the understanding, experience, skills and creativity of our staff, teaching assistants and teachers. On occasion specific resources will be employed such as models, presentations, symbols or videos which will be used to reinforce students understanding of key concepts.

Materials used to teach RSE are in accordance with the PSHE framework and the law. Resources are all from credible sources. Inappropriate images will not be used nor will any explicit materials not directly associated to explanation. LAH will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned. Materials to be used in programmes are available to parents on request.

Outside Professionals

A copy of this policy will be made available to any outside professional who is involved in anyway with sex education. If any questions arise from consulting the document first representation should be made to the Headteacher.

Partnership with Parents/Carers

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education and sexual matters. Parents/carers will receive a letter before any sessions take place, giving them information on what the school proposes to teach and offering an opportunity to preview the teaching and learning materials. Parents/carers can then decide to withdraw their child completely or from elements of the materials or learning activities if they wish. Parents/carers will be invited every academic year to attend training courses to ensure they are fully aware of the content being discussed and taught with the RSE programme.

Involving parents and carers

The teaching of some aspects of RSE might be of concern to teachers and parents. LAH works in partnership with parents, consulting them on sensitive issues. Parents are assured that the RSE programme will complement and support their role as parents. Parents will be supported with materials they can use at home as well as advice on strategies and language to use. Parents are supported to keep their children safe from risk and to develop skills to reduce the risks of being abused and exploited and to learn what sorts of behaviours are and are not acceptable.

LAH will always aim to work in partnership with parents, consulting them regularly on the content of RSE programmes. Parents of students with special educational needs can clearly offer insight into the learning and social needs of their children. LAH recognises that parents need to know that the school's RSE programme will complement and support their role as parents and that they can be actively involved. Parents will be informed prior to their child beginning any unit on sex education. Letters will be sent home and parents can individual meetings to discuss any concerns. Resources that complement and support what has been learnt can be sent home to parents if requested.

Parents' right to withdraw

Parents of primary age pupils do not have the right to withdraw their children from relationship education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents of secondary age pupils have the right to withdraw their pupils from the non-statutory/non-science components of sex education within RSE up to three months before the child turns 16.

Requests for withdrawal should be put in writing using the form, appendix 1 and addressed to the Headteacher.

Entitlement

In accordance with the school's Equal Opportunity policy, all students have access to Relationship and Sex Education regardless of ethnicity, creed, gender or ability.

Parents have the right to withdraw their children from sex education, although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child, they are asked to discuss this with the Headteacher.

DfE – Statutory Guidance for SEND pupils

DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education (p.15, 2019):

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational 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, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

School 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 at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Implementation

Relationship and Sex Education will occur during lessons timetabled for PSMHE in the Secondary School and through discrete or cross curricular lessons for Primary Students.

Very occasionally, particular teaching sessions might be arranged in addition to the above, perhaps in contexts where outside professionals are involved, e.g. the school nurse.

Inclusion

No student will be excluded from the above because of any particular special educational need. Themes will be differentiated to a level that is accessible and relevant to each student's stage of development, understanding and individual need. On occasion, it might be the case that particular resources are utilised in order to ensure best possible access to Relationship and Sex Education for all students.

Safeguarding

Relationship and Sex Education will be delivered in carefully planned lessons and in an appropriate context. Matters and issues which are raised by students in lessons will be addressed with respect, sensitivity and confidentiality EXCEPT where a disclosure of possible abuse occurs, in which case the established child protection procedure will be put into action.

Spiritual, moral, social and cultural development

Relationship and Sex Education will be taught in the context of the development of positive, caring adult relationships and will explore; issues of commitment; personal choices and consequences on self and others; emotions and feelings, future aspirations and life stages.

Assessment, recording and reporting

Individual progress in Relationship and Sex Education will be assessed in accordance with the school framework and the results used to plan or develop programmes of work and to inform reports to parents.

Monitoring and review

The management of Relationship and Sex Education is the responsibility of the Deputy Headteacher who will make arrangements for monitoring the implementation of this policy. The Governors will monitor the delivery of Relationship and Sex Education and review the success of this Policy in conjunction with the PSMHE Policy.