

Philosophy and Purpose

Relationships and Sex Education (RSE) is an entitlement for all our pupils and helps to prepare them to become more informed citizens. RSE is taught throughout the school.

RSE is a lifelong process aimed to help children and young people understand changes through personal growth and development and how this affects relationships with others. RSE involves the physical, intellectual moral and emotional development of a pupil. It is about the understanding and importance of stable and loving relationships, family life, respect, love and care. However, the teaching of the importance of stable relationships and family life should not show prejudice to any pupil because of his or her family background. RSE is about the teaching of sex, sexuality and sexual health. RSE is not about the promotion of sex or sexual orientation and this would be inappropriate teaching.

This policy will outline the area of RSE in the school and the implications for teaching and learning. The policy is compiled using statutory DFE guidance (2020). This policy forms part of the wider policy for Personal Social Health Education and Citizenship (PSHCE).

Aims of RSE education at Red Marsh School

- To encourage the development of a sense of identity and body awareness. This incorporates the use of the correct vocabulary and terminology about the body.
- To develop a sense of personal achievement, personal responsibility and self esteem.
- To develop friendship, respect and relationships between each other.
- To teach pupils in a secure, sensitive and trusting environment where issues of confidentiality are respected.
- To work in partnership with parents and carers.
- To support children and young people through a process of growth and change giving appropriate information relevant to the age and maturity of the pupil.
- To teach all curriculum subjects in a caring, creative and challenging environment where pupils are encouraged to achieve in all areas of development.
- To develop assertive skills to enable young people to say no.
- To develop ownership of own body.
- To use active teaching and learning methods which are predominately pupil centred.

Section 3 of the guidance states '*The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.4 They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.*'

Red Marsh School is committed to supporting pupils in the following ways; as listed in the suggested programme of study for PSHE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In addition, RSE is a Lancashire Healthy Schools Standard.

RSE supports the Red Marsh units of PSHCE such as:

- Changing Me
- Healthy Me
- Relationships
- Celebrating Difference

The school is committed to the health and safety of all its members and will take action to safeguard their well being.

The school is aware of the importance of its pastoral role in the welfare of the pupils. Through the ethos and aims of the school, pupils who need help will be encouraged to seek out support from a member of staff.

This policy should be read in conjunction with the Policies for:

- PSHCE Education
- Drug, alcohol and tobacco education.
- Science Policy.
- Child Protection.
- Confidentiality and Visitors Policies.
- Health and Safety Policies.

Methodology

When planning and delivering RSE teachers should consult the government's statutory guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' which includes outcomes for pupils at each key stage of education.

In addition to this teachers can utilize the PSHE Association programme of study for PSHE education.

The delivery of RSE will vary in terms of content and methodology to reflect individual ages and personal educational needs of pupils. RSE is embedded in the PSHCE scheme of work where the age, emotional and social needs of individual pupils can be addressed balanced with knowledge of physical reproduction. The science scheme of work covers the physical aspects of human reproduction and has been designed to ensure it can be taught in conjunction with the PSHE curriculum.

Delivering RSE

RSE will be delivered by staff that know the pupils well and understand their communication needs in most cases this will be the staff team. These staff may be supported by visitors such as sexual health workers, midwives and school nurses.

Scheme of Work

A content curriculum has been created with PSHE, incorporating statutory requirements of RSE. This is planned in a structured way with the continuous delivery of skills and discrete teaching times. In addition, specific, personalised targets may be developed as part of the annual review process to target specific knowledge and skills at times relevant to the individual. E.g. personal hygiene/ understanding periods.

Medium term planning

The content is broken down for each class into termly units over a three year cycle of study. When planning a unit, additional guidance is available to support planning from the PSHE Association, including guidance for teaching RSE. School have also bought into the scheme 'Jigsaw', which may help with developing lesson content for our formal learners

Medium term plans related to RSE are collated by the subject leader and show detailed planning for this subject area. The development of continuous skills such as making choices is a significant part of RSE education. Learning outcomes are taken from the pre-formal, semiformal and formal units of work, dependent on an individual's personalised needs.

PLITS

In addition, PSHCE targets on Personalised Learning Intention Maps can be used to identify discrete learning outcomes for pupils. PSHCE is delivered as a discrete subject for National Curriculum year groups, is a prime area of development in the EYFS and is implemented throughout our post 16 curriculum.

Entitlement

Foundation Stage

RSE lessons are planned and differentiated to account for individual pupil needs and abilities. EYFS pupils have access to a range of activities delivered through the Early Learning Goals 'Personal, Social and Emotional Development'. Delivery is by a cross curricular topic. Topics such as "Ourselves" and "People who help us" introduce young children to ideas about self, body awareness and making friends with others.

National Curriculum

Pupils in Key Stage 1 – Key Stage 4 follow the National Curriculum where PSHCE is taught as continuous skills and as a discrete subject. Teachers must plan work that follows the schools scheme of work for PSHCE. It is their responsibility to ensure that coverage of all the blocked units are covered over a three year period.

Post Sixteen

When pupils enter post sixteen, students will develop the knowledge and skills they have acquired through the teaching of RSE. RSE will continue to be taught discretely and the content is outlined in the scheme of work for post 16.

At each phase of education there is liaison between teaching staff to ensure smooth transition from one stage to another.

Visitors

Visitors and outside agencies will be included as and when appropriate. Visitors will be inducted into the ethos and culture of the school to enable them to deliver effective sessions. They will be made aware of the relevant policies as detailed in this policy.

Red Marsh School - Visitors Policy

Rationale

To inform visitors of the boundaries and guidelines for working with pupils at Red Marsh School.

Purpose

- To ensure that visitors have some understanding of the diverse needs of the pupils, who they would be working with in the classroom.
- To promote an understanding of the ethos and culture of the school, to encourage appropriate relationships with pupils.
- To develop a positive relationship between the school and the wider community.
- To support the teaching and learning of the pupils.
- To provide opportunities for professional development of staff.

Broad guidelines

- Visitors should be given information in the form of the visitor's pack, detailing information about the school's organisation and procedures.
- Visitors should be given as much notice as possible of the session that they will be delivering, to allow for preparation.
- When appropriate a meeting will be arranged with the relevant teacher and the visitor, to outline the focus of the session and to give any appropriate information with regards to the pupils and appropriate delivery methods.

- The visitor should be made aware of the Child Protection Policy and the confidentiality guidelines to enable them to act appropriately.
- Visitors should also be made aware of the Health and Safety procedures that operate in school.
- Visitors should not be unsupervised in the classroom nor asked to take a class without a teacher being present.

Confidentiality

Confidentiality Over-Arching Statement

This statement is based on the guidance from the DfE, Lancashire LA and Children's Legal Centre.

- All the pupils at Red Marsh School have an EHCP. They are therefore more at risk and vulnerable than other children. All adults that work in school need to be mindful of this.
- There are complex legal issues relating to whether or not a child under the age of 16 is sufficiently competent to make an informed decision relating to for example, medical treatment/sexual relationships (House of Lords ruling in the case of Gillick 1985).
- The issue of competency is very relevant in our school, given our pupils learning difficulties and therefore we must always err on the side of caution.
- Staff must never tell a pupil that they can keep a secret even if the pupil asks that they may do so. They should tell the pupil this in a sensitive and caring manner ensuring as far as possible that the pupil understands that it is in their best interest to have this rule.
- It might be helpful to tell the pupil that we cannot keep secrets if there is any chance at all that they could be in any kind of danger.
- If the pupil is over 16 years of age, disclosures will be considered individually based on a certain set of circumstances. These can be the vulnerability of the pupil, level of understanding of the situation and family circumstances. It is strongly advisable to inform the child protection officer in school, where decisions will be taken as to how to proceed.
- Confidentiality is mentioned in the following policies:
 1. Child Protection Policy
 2. Sex and Relationships Policy
 3. Drug alcohol and tobacco education Policy
 4. PSHCE Policy
 5. Staff Induction Policy

Procedures

If a child makes a disclosure about sexual activity or is involved in alcohol or drug taking, or perceived by a member of staff to be in danger, the Child Protection Policy procedures must be adhered to. This includes young people over the age of sixteen as mentioned in the bullet points above. The Statement takes into account the Dfes Circular 10/95 'Protecting Children from abuse'.

A summary of the Over-Arching Statement will be given to parents.

Parents and Carers

RSE is a lifelong process and school, parents and carers will work alongside each other to support pupils. Parents and carers will be informed when their child is working on a specific module, for example through sharing of PLITs and curriculum maps. DfE guidance emphasises the importance of parents being involved in developing and reviewing RSE in partnership with school staff.

Parents have a right to withdraw their children from all or part of RSE except the statutory aspects covered by the science curriculum.

Parents can request to see the resources being used to deliver the content of lessons being taught.

Inclusion

The three principles for inclusion have implications for RSE. These are:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment.

Consequently the teaching of RSE must be sensitive and relevant to the individual needs of pupils. A process of monitoring and evaluating is in place to ensure relevant teaching and learning throughout the school. The development of language and communication skills enables a pupil to make personal choices.

Health and Safety

The Staff Induction Handbook contains policy statements regarding Care, Control and Handling of Pupils, Health and Safety Policies and Procedures in the event of illness accidents or fire. The LA Teacher advisor is available to answer queries. The PSHCE subject leader can offer advice or seek information from other organisations as necessary.

Planning Assessment Reporting and Recording Monitoring and Evaluation

The Planning, Assessment, Reporting and Recording process with regard to RSE is monitored and reviewed by the senior leadership team. In addition the subject leader reviews the delivery of PSHCE through a process of monitoring and evaluation.

Pupil progress in PSHCE is assessed against our enhanced knowledge and skills curriculum. Data for each pupil is reviewed by the subject leader to ensure challenge for every pupil in school

Pupils in EYFS are assessed using the Personal Social Development aspects of EYFS framework.

In KS1 – KS4 pupils will be assessed against our new PSHE including RSE pre formal, semi-formal or formal curriculum, dependent on individual need.

Sixth form students will also be assessed and gain accreditation and qualifications matched to their ability.

Resources

Relevant materials are used to support RSE and these are appropriate for the age and maturity of the pupil. Materials relating to RSE are available for parents, carers and governors to view.

Pupils' Recording

Pupil's work and progress will be recorded following the school's recording system. At a minimum, staff must complete the pupil target sheet and ensure two pieces of work/evidence at the end of each unit of work.

School Council and Pupils

Where it is appropriate it is useful to ask pupils to comment on the policy and involve all members of the school community in developing and reviewing the policy.

Equal opportunities

PSHCE is integral to a school's equal opportunities policy and its policy on anti – bullying. The national frameworks for PSHCE underpin this work, providing a context for pupils to learn:

- The effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.
- How to empathise with people different from themselves.
- How to resist pressure to do wrong.
- To recognize when others need help and how to support them.

All pupils regardless of gender, culture, creed or age are entitled to receive RSE. Mixed classes or in some cases single sex classes may be appropriate for cultural or other reasons.

All pupils regardless of gender or race have equal access to RSE The Staff Induction Handbook contains school policies on Equal Opportunities and race equality. The physical, social and emotional needs of our pupils are diverse and for some pupils the development of physical maturation will outpace emotional development and maturity. Consequently there is a need to respect the individual needs and abilities of pupils when planning activities for this area. As a result of the individual needs of pupils it may also be appropriate to offer one to one RSE to individual pupils to meet these needs.

Inset/Staff Development

The provision of INSET needed to further the development of RSE will be agreed through discussions between the subject leader and headteacher. In addition there is a formal process in school by which the PSHCE subject leader can document INSET needs and personal development needs. There are a variety of courses available including school based INSET and county courses. Information gained and updates on new resources are disseminated via formal staff meetings. In addition the PSHCE subject leader is available for informal meetings with staff or individual colleagues as necessary.



Currently all staff deliver RSE through a planned programme of PSHCE. Teaching staff need to feel comfortable and confident when delivering this area of the curriculum and this may require further training and support from subject leader and SLT. The community ethos of the school means that there are many individuals involved with the personal development of the pupils. These range from community visitors, school nurse, teaching assistants and multi disciplinary staff. Planning for RSE will define the role of individual staff members, their deployment and their individual responsibilities. DfE statutory guidance with specific reference to special educational needs recommends that all members of the school community should be aware of RSE and policy.

All staff have the right not to answer personal questions asked of them during RSE. In addition, pupils do not have to answer personal questions. The teaching of this area must be seen in a professional context.

Governors

This policy is available for Governors to read.
This policy will be reviewed annually.

RSE Policy	
Reviewed	September 2023
To be reviewed	Autumn 2024

Appendix

Vocabulary to be introduced and used during teaching of SRE. These words will be referred to as 'Doctors Terms'.

Foundation and Primary Departments

Names for common external body parts and correct terminology used for all parts of the body as and when this is appropriate. In addition at the end of Key Stage Two the following vocabulary will be introduced:

Puberty
Pubic hair
Breasts
Periods/Menstruation
Penis
Testicles

Senior Department

Naming of body parts related to puberty:

Scrotum
Penis
Testicles
Bladder
Sperm
Vulva
Vagina
Uterus/Womb
Fallopian tubes
Ovaries
Egg