Barrs Court School

Relationships and Sex Education Policy

Designated Staff Member | Lucy Jones
Date of Recent Review and Ratification | March 2017 v1.3

Date Produced | March 2005
Date of Last Update | March 2016 v1.3
Next Review Date | March 2019
## Introduction: What is Relationship and Sex education (RSE)?
3

## What are the aims of RSE at Barrs Court School & College?
3

## Who teaches RSE?
4

## How is RSE delivered?
5

## How often will RSE be taught?
6

## Can Parents & Carers see the schemes of work & resources?
6

## Can Parents and Carers withdraw their child from RSE lessons?
6

## What will be covered in the RSE curriculum?
7

## How is RSE fully integrated into the PSHE programme and how does it link with other areas of the curriculum?
7

## How do we assess RSE?
8

## How does RSE link to the school ethos & policies?
8

## Who has been involved in the development of this policy?
8

## Reviewing the Policy
8
1. Introduction: What is Relationship and Sex education (RSE)?
1.1 The term relationship and sex education (RSE) is used in this policy rather than Sex education. This is to stress that that our approach goes beyond basic biological information and that we also support our students with their emotional, social, moral and physical development within relationships.

1.2 Relationship 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).

1.3 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. PSHE association ‘Sex & Relationship Education (SRE) for the 21st Century’ 2014.

2. What are the aims of RSE at Barrs Court School & College?

2.1 RSE is taught at Barrs Court because a ‘lack of age appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or do not know who to go to for help. This is borne out by research carried out by child protection charities such as the Lucy Faithfull Foundation, ChildLine and the National Society for the Prevention of Cruelty to Children (NSPCC). Ofsted ‘not good enough: PSHE education in schools, 2013.

2.2 High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:
   • Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
   • Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
   • RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
   • Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
2.3 The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Educations paper *The Importance of Teaching* (2010) highlighted that ‘children need high quality sex and relationships education so they can make wise and informed choices’.

2.4 *The Sex Education Forum* (2014) defines the aims of RSE as being to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. It also defines RSE as learning about the emotional (e.g. how to manage feelings), social (e.g. positive and negative influences from friends) and physical (e.g. how the reproductive system works) aspects of growing up, relationships, sex, human sexuality and sexual health.

2.5 Society can often dismiss the notion that children and young people who have learning disabilities have a right to an adulthood that includes an intimate relationship with others and perhaps fail to recognise the importance of RSE for these vulnerable learners. However, RSE is an integral part of learning about physical, moral and emotional development. (*DFEE Sex & Relationship Guidance 2000*).

2.6 The teaching of RSE at Barrs Court School is further endorsed by the following statutory guidance, “Special schools have a duty to ensure that children with special educational needs and learning disabilities are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.” (*DFEE 2000*)

2.7 All pupils are entitled to receive RSE regardless of ability, gender, race, age, religious belief or grouping. At Barrs Court, we ensure that issues are taught in a way that does not subject pupils to discrimination (*Equality Act 2010*). Teaching and learning is accessible to all young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudices- including homophobia- and promote understanding and respect.

2.8 RSE plays a very important part in fulfilling the statutory safeguarding duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

3. Who teaches RSE?

3.1 Teaching RSE is not the sole responsibility of any one individual. All staff involved with the pupils’ education play a key role.

3.2 Barrs Court School has a designated PSHE/RSE lead teacher and a designated PSHE/RSE teaching assistant. The RSE lessons will be delivered by confident and competent staff. Each class teacher in all Key Stages has support to teach RSE to their class following the RSE formal programme of study which is differentiated to the needs of each student. The RSE lead teacher will run workshops and support teachers as requested. Some teachers will team teach with the RSE lead teacher. The RSE
TA will lead a focus group each week to KS3/KS4 students, adapting the curriculum to the support group’s individual needs.

3.3 Opportunities to continue discussion about topics can happen at other times when deemed appropriate.

3.4 When a RSE behaviour or issue has been observed (or discussed with parents/carers or any other professionals involved with the pupil), Barrs Court school staff and/or parents can complete an intervention form and the RSE leads will organise a bespoke intervention. The RSE lead teacher and TA will then plan and run interventions for specific groups of students or individuals and the outcome will be shared with the Senior Leadership Team (including the safeguarding lead) and Class Teacher.

3.5 The school safeguarding leads will also alert the RSE lead teacher of any relevant concerns via ‘My Concern’ which may arise and an intervention will be arranged.

3.6 External visitors contributing to RSE could include school nurses, youth workers, peer educators, theatre in education companies, and staff from local sexual health, domestic violence, drug and alcohol charities, and members of a faith or community group. If external visitors contribute to RSE they should be selected because they have the right skill and experience to make a unique contribution and add value. An external visitor should not be used as a substitute teacher. They should comply with the school safeguarding policy.

4 How is RSE delivered?

4.1 There is a planned RSE programme of study and where necessary, individual programmes will be delivered to address certain specific needs and adapted to the need of the individual pupil. The programme is regularly reviewed and updated. There will be times when staff members will work in a 1:1 situation.

4.2 The specialist curriculum is used for the support group and appropriate RSE resources will be used according to the students’ developmental age.

4.3 RSE is best taught in a safe, relaxed and informal learning environment. Ground rules will need to be set at the beginning of each lesson. Staff will answer questions honestly and pragmatically. No questions will be dismissed although students will need to be reminded that staff members do not answer personal questions. Students can choose what they wish to answer and what they want to share. Teachers will ensure that their personal beliefs and attitudes do not influence the teaching of RSE and give factual information not opinions or advice.

4.4 RSE has a vital role in helping children develop a vocabulary that they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex, and relationships. It is best practice to use medically correct terms for genitalia and sexual parts of the body as this consequently helps to describe any abusive behaviours. The use of respectful language which
challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community - both in and out of lessons.

4.5 Any safeguarding issues or significant concerns that arise during RSE will be addressed and followed up according to the school’s safeguarding procedures.

4.6 RSE will be delivered in accordance with other school policies such as safeguarding, health and safety, code of conduct, intimate care, physical intervention, anti-bullying, e-safety, behaviour and safe touch policy.

5. How often will RSE be taught?

5.1 Each Key Stage will teach RSE lessons. RSE topics will be taught for a 6 week block every term (so every half term). Interventions will run for as long as it is deemed fit and relevant. Some students will have RSE IEPs. RSE lessons & interventions will be based on the need of the individual.

6. Can Parents and Carers see the schemes of work & resources?

6.1 At the beginning of each academic year, a letter will be sent home with each child explaining the RSE topics for the year ahead. The letter will state that parents can view the schemes of work and resources if they wish and to contact the class teacher or PSHE teacher to arrange an appropriate time to do so. Parents and Carers can request RSE interventions and school will contact Parents and Carers to discuss any interventions which are put forward.

7. Can Parents and Carers withdraw their child from RSE lessons?

7.1 As part of the letter to Parents and Carers at the beginning of the academic year, Parents and Carers will be asked to contact the PSHE/RSE lead teacher, the school leadership team or the class teacher if they wish to withdraw their child from all or some of the RSE lessons.

7.2 The government guidance on RSE (DfEE 2000) emphasizes the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996).

7.3 The sex education contained in the National Curriculum science (Key Stages 1-4) is compulsory in maintained schools.
8. What will be covered in the RSE curriculum?

<table>
<thead>
<tr>
<th>KS3</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year A</td>
<td>Gender</td>
<td>Growing &amp; Changing</td>
<td>Puberty</td>
</tr>
<tr>
<td>Year B</td>
<td>Public &amp; Private</td>
<td>Body Parts (inc. Bodily Fluids) &amp; Appropriate Touch</td>
<td>Sexual Health</td>
</tr>
<tr>
<td>Year C</td>
<td>Safety Skills</td>
<td>Appearance &amp; Personal Hygiene</td>
<td>Conception, Pregnancy, Birth &amp; Contraception</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KS4</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year A</td>
<td>SRE in the modern age</td>
<td>Appropriate Touch &amp; Masturbation</td>
<td>Emotional Understanding &amp; Regulation</td>
</tr>
<tr>
<td>Year B</td>
<td>Relationships</td>
<td>Dating, Intimate Relationships, Consent, Contraception &amp; Sex</td>
<td>Sense of self</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KS5</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year A</td>
<td>Body Image</td>
<td>Consent</td>
<td>Relationships</td>
</tr>
<tr>
<td>Year B</td>
<td>SRE in the modern age</td>
<td>What is it like to be a parent?</td>
<td>Where to get support &amp; advice</td>
</tr>
<tr>
<td>Year C</td>
<td>Recognising/understanding/managing emotions</td>
<td>Safe Socialising</td>
<td>Sexual Health including STI, HIV &amp; Abortion</td>
</tr>
</tbody>
</table>

8.1 This rolling programme is subject to change.
8.2 The resources used will be in line with the ability and understanding of the students and renewed and selected appropriately.

9. How is RSE fully integrated into the PSHE programme and how does it link with other areas of the curriculum?

9.1 PSHE helps pupils to think about different social contexts, influences and beliefs that affect personal behaviour. PSHE also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe.

9.2 It is extremely important to link with the ICT/Computing curriculum, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

9.3 Science teaches about the biological facts relating to human growth, puberty and reproduction.

9.4 There will also be relevant learning in other subjects, such as citizenship or religious education, about the law and other religious and secular groups on different issues.

9.5 Vocational qualifications, work experience, travel training and KS4/5 qualifications all require students to form, build and manage a range of different relationships.
10. How do we assess RSE?

10.1 There is no legal requirement to assess RSE, however we will monitor its effectiveness using summative assessments and by monitoring and evaluating intervention outcomes and IEP success.

11. How does RSE link to the school ethos & policies?

- Barrs Court School and College Mission Statement
- Equalities Act 2010
- Whole school approach - All staff, visitors and outside agencies are expected to uphold the values of the school and this policy.
- Values Systems: SMSC, British Values, School Values house point system.

12. Who has been involved in the development of this policy?

- PSHE/RSE lead teacher.
- Safeguarding Lead.
- Head teacher & SLT.
- Student council members.
- PSHE lead teacher has liaised with the PSHE/RSE leads at the main feeder school.
- Sexual Health Promotion Specialists.
- The policy has been ratified by the governors of the school.

13. Reviewing the Policy

The policy will be reviewed every two years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the Headteacher and approved by the Full Governing Body.

Signed:

[Signature]

Mrs. Julie Cohn (Chair of Governors)

Lisa Appleton (Headteacher)

March 2017

Date for review: May 2019