



## **Relationships & Sex Education Policy**

## **Introduction**

Relationship and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and adheres to Fundamental British Values.

## **Intention and Aims:**

- To ensure that children and young people recognise that RSE is an important part of preparation for adult life.
- To know that families are important for children growing up because they can give love, security and stability.
- To understand that friendships should make us feel happy and secure and do not make others feel lonely or excluded.
- The importance of respecting others even when they are different from ourselves.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life and the process of human reproduction.
- To teach children about their changing bodies.
- To understand the importance of loving, open and honest relationships.
- To respect their own and others' bodies and feelings.
- Confident teaching and talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- To be medically and factually correct and treat sex as a normal and pleasurable fact of life.
- To encourage pupils to appreciate the value of family life, marriage and the responsibilities of parenthood.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experience (FBV).
- To understand how to manage feelings and emotions.
- To develop an understanding of safer sex, including forms of contraception and sexually transmitted infections.
- To inform pupils so they understand on and offline safety, consent, violence and exploitation.
- To teach pupils about the law and their rights to confidentiality, even if they are under 16, and is linked to school-based and community health services and organisations.
- To take into account parental responses from the RSE questionnaire.
- To have a wider-school approach supporting pupils to be safe, happy and prepared for life beyond school.

## **Implementation:**

RSE will be taught within PSHCE schemes of work and Science Schemes at Meadowfield School will be delivered in a number of ways:

### **Early Years and Explore**

- Daily morning and afternoon nurture time (breakfast, gong therapy, yoga, songs, massage etc), in which the focus is on emotional wellbeing, building friendships, communication and family values.
- Daily free-flow play session across all EYFS classes, enabling all children to access indoor and outdoor learning of their choosing.
- EHCP SEMH targets link into wellbeing and preparation for life.
- Daily sessions of sensory circuits.
- Weekly discreet PSHE lessons (40 mins). RSE to be taught within these sessions
- Weekly assemblies that focus on celebration and school community links
- Three PSHE enrichment curriculum days delivered throughout the year.
- Access to Wildflowers Nurture class

- Support from the well-being team.

## **Engage (Impacts Curriculum)**

- EHCP SEMH (PSE Wellbeing) targets linked to all activities across the IMPACTS curriculum
- Daily wellbeing sessions
- Tac Pac sessions
- Sensory story massage
- Dance massage
- Special Yoga
- Sensory stories
- Massage (hands & feet)
- Group and 1:1 activities
- Intensive Interaction
- Weekly celebration assemblies
- Three PSHE enrichment curriculum days delivered throughout the year.
- Access to Wildflowers nurture class
- Support from the well-being team

## **Enquire**

- Targeted RSE interventions
- Life skills lessons as a specialist faculty that every student accesses - comprising of PSHCE, cooking,/healthy living and PE.
- KS4 accreditation - WJEC Healthy Living and Fitness
- EHCP SEMH targets incorporated across lessons
- Weekly assemblies
- Weekly RSE and PSHE input by form tutors during nurture time (9-10am daily)
- Workshops throughout the year on focused aspects of SRE and PSHE curriculum (see Subject Coverage).
- Some classes access daily sensory circuits where there is a student need.
- Daily morning and afternoon nurture time, in which the focus is on emotional well-being, building friendships, communication and family values. Daily nurture morning and afternoon should occur in this phase
- Nurture provision
- Three PSHE enrichment curriculum days delivered throughout the year.
- Access to Wildflowers Nurture class
- Support from the well-being team

## **Sixth Form**

- Targeted RSE interventions .
- Specific lesson on cooking/ healthy living and PE.
- KS5 accreditation - ASDAN Healthy Living, Personal Safety and Community work
- Independent skills within the community - Road safety, Dealing with different situations
- EHCP SEMH targets incorporated across lessons
- Weekly assemblies
- Workshops
- Daily sensory input where there is a student need.
- Daily lunchtime clubs
- Weekly 'Talk Time' delivered by trained counsellors.

## **Community Involvement**

At Meadowfield School students and pupils will have opportunities for school, inter-school and local community involvement. This helps to promote pupils' independence and confidence.

This may involve the following:

- Focused whole school/department/class activities
- Special events
- Work Related Learning, including Work Experience
- Sporting Events.

Where students' and pupils' Education, Health and Care Plan (EHCP) identifies targets relating to their personal development, teachers will ensure that opportunities are planned to give support in achieving these.

All curriculum areas make a contribution to PSHE. Examples of cross-curricular contributions are:

- Change over time through history
- The use of the Internet for information gathering, and email as a communication tool
- Acceptance of others' ideas and values through Religious Education.

## **Impact:**

## **Assessment, Recording and Reporting**

PSHE & RSE is assessed in line with the School's Assessment and Progress Review schedule against the School's bespoke PSHE framework within Evidence for Learning.

## **Monitoring, Evaluation and Review**

The PSHE Curriculum Team are responsible for keeping up with current developments in the subject, and to provide strategic direction for the subject in the school.

The PSHE Curriculum Team are also responsible for regular subject monitoring in accordance with the school's Assessment and Progress review schedule.

## **Equality and Diversity**

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

## **Other Related Documentation**

- Teaching and Learning Policy
- School Mission Statement
- Behaviour Policy
- PSHE Policy
- Careers Education Policy
- Physical Education Policy
- Equality and Diversity Policy
- Curriculum Policy
- Fundamental British Values (FBV) document
- Spiritual, Moral, Social and Cultural (SMSC) document.

## **Statutory requirements**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationship Education and RSE must be taught in all maintained school, academies and independent schools. This includes pupil referral units, maintained special schools,

special academies and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.

Relationships Education is taught to all pupils receiving Primary Education

Relationships & Sex Education is compulsory for all pupils receiving Secondary Education.

Health Education is compulsory in all school (except independent school)

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (F.E) colleges. Although it is encouraged to support students by offering these subjects. These principles will be helpful in supporting pupils transitioning to F.E.

## **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.

## **Organisational aspects**

RSE is taught within PSHCE and Citizen Framework. Certain areas are taught within the Science Schemes of Work.

For pupils to access RSE permission is sought from parents/carers.

All Schemes of Work are suitably differentiated for pupils of different ages and needs.

The schemes of work within Explore phase (KS1-KS4) focus' on Relationships education, teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Gender differences
- Choices
- Asking for help
- Feelings and emotions
- Puberty and personal hygiene (Science curriculum)

During Year 6 the children will take part in lessons about puberty and the bodily changes associated with growing up. Primary sex education is not compulsory in school for Primary aged pupils in year 6 or those of any age working in the Explore phase.

The Schemes of Work within the Enquire phase build on the areas covered within the Explore phase and include: RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Choices and Respecting others choices
- Staying safe including online and media safety

- Intimate and sexual relationships, including sexual health
- Puberty and personal hygiene (Science Curriculum)
- Reproduction (Science Curriculum)
- Contraception
- Sexually transmitted infections
- Rights to confidentiality and where to get advice/help.

Appropriate resources are used including: DVD, pamphlets and books. Outside agencies will be used in addition to classroom teaching. The views of the school health services will be considered and the expertise of the school nurses used for delivering information.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Teaching and Learning plans in the Sixth Form build on the areas already covered either in Explore or Enquire phase and reflect the increasing age and maturity of the students. Some students may need more in-depth learning; this will be carried out on a 1:1 basis.

The topics addressed are:

- Managing relationships
- Parenting awareness
- Developing self
- Healthy living
- Personal hygiene
- Contraception
- Rights and responsibilities
- Inclusive of difference – gender identity, sexual orientation, disability, ethnicity, culture, age, faith, beliefs (FBV).

The Sixth Form uses age and special educational needs appropriate resources to deliver these topics which will include: practical teaching aids, DVDs, information pamphlets and research using approved websites.

These areas of learning are taught within the context of family life taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The IMPACTS Curriculum offers a therapeutic and multisensory approach to learning with Wellbeing and Engagement central to learning. Relationship and Sex Education will be based around developing and fostering trusting relationships through the following:

- Communication - making choices and decisions
- Body awareness – developing awareness of likes/dislikes and making choices through massage, special yoga and tac pac sessions.
- Personal, social and well-being – small group activities, sharing, turn taking, social engagement with adults and peers to build trusting relationships.
- Feelings and emotions – identifying how they feel at any particular time of the day through their preferred communication mode.

## 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/non-science] 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 Principal.
- Following the school's process' for maintaining child protection and confidentiality, therefore if a staff believes a pupil might be at risk they will follow school's safeguarding procedures.
- Provide equal opportunities and inclusion for all pupils.

in the subject, and to provide direction and support for the subject teaching in the school.

Other related documents/guidance

- Teaching and Learning Policy
- PSHCE Policy
- Behaviour Policy
- Spiritual, Moral, Social and Cultural Development and Collective Worship
- Equality and Diversity Policy
- Curriculum Policy
- Safeguarding Policy
- Keeping Children Safe in Education.

 <b>Statutory Policy Approved by Governing Body</b>	
Policy Adopted	Date: September 2023
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Next Review:	Academic Year 2024/25