

Belmont School Relationships & Sex Education Policy

Authorised:
(Headteacher)

Authorised:
(Chair of Governors)

Date Approved: 21st September 2022

Date for review: September 2023

1. INTRODUCTION

Within Belmont School the teaching of Sex and Relationship Education (SRE) is treated as an aspect of the Personal and Social Development Curriculum, and has regard of recent relevant legislation and guidelines. The scheme of work complies with statutory guidance for Relationships Education, Relationships and Sex education (SRE) and Health Education published 25/06/2019 and updated in 13/09/21 It also follows guidance from in the PSHE association SEND framework and Gloucestershire Healthy Living and Learning PINK curriculum.

Relationship education is considered a core subject throughout our school. Relationship and Sex Education is considered an integral part of this core subject as it enables our pupils to make a happy, healthy and safe transition into adulthood.

When developing our curriculum, we have ensured that we comply with the relevant requirements of the Equality Act 2010 to ensure that it is accessible to all. We have also ensured that it meets the requirements stated in Keeping Children Safe in Education 2022

2. CONSULTATION

This policy has been developed in consultation with staff, parents, learners and LAB members.

The process was as follows:

- A review of the current policy was carried out by the PSHE co-ordinator with input from other key staff including our operational safeguarding lead and deputy head.
- Staff were consulted via e-mail and a staff meeting has been scheduled to address the implementation and teaching of all discussed in the policy.
- Parents were consulted using Dojo and asked to complete an online questionnaire regarding their views on the needs of their children.
- Pupils have been consulted within tutor time and asked to provide information about what they believe they need to learn to manage growing up, relationships and sex. The questions were differentiated throughout the school. The feedback was recorded by their tutor. An anonymous post box was provided for those who did not feel comfortable talking in front of their peers.
- Once the policy had been amended it was e-mailed to LAB members for approval.
- The policy has been made available on our school website and can be provided in paper form or by e-mail upon request.

Future ongoing consultation and monitoring

- Once the policy has been approved parents will continue to be informed and consulted. They will be provided with an information leaflet outlining the content of stage in which their child will be taught. If they have further questions or concerns, they will be invited to attend a zoom meeting or face to face meeting to discuss in more detail and plan for their child's RSE education. They will be kept updated and given the opportunity to ask personal questions relevant to their individual child throughout the year via the tutor on Dojo.
- Some pupils will take part in the Gloucestershire pupil wellbeing survey.

- Pupils will be invited to discuss any worries or further questions with their emotionally available adult.

3. STATUTORY REQUIREMENTS

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.

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.

4. INTENT

Our curriculum aims to prepare our pupils to embrace the challenges of creating a happy, safe and successful adult life. To do this successfully, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We want to create awareness amongst our pupils that everyone faces difficult situations in their lives and therefore to help pupils manage this we want to support our pupils in developing resilience and ensure that they know how and when to ask for help, and where to go to access support.

As a special need school, we aim to provide high quality teaching that is differentiated and personalised to the pupils needs. We have also taken into consideration preparing for adulthood outcomes set out in the SEND code of practice January 2015.

AIMS

Overall

- Ensure the level of SRE taught is relative to the pupils' emotional and social development and understanding as opposed to their biological age.
- Consult parents and key members of staff so that a holistic support structure can be in place for the child throughout their education on this topic.
- Provide a safe environment whereby sensitive discussions can take place.

Relationships education

- To support pupils in developing an understanding of respect, love and care.

- Ensure pupils are able to recognise healthy and unhealthy relationships.
- Ensure that pupils can recognise appropriate and inappropriate actions and therefore have an awareness of how to keep themselves safe.
- To support pupils in understanding that 'Love is Love' within LGBTQ+ recognising that there are many different forms of family structure.
- To promote self-respect and empathy of others.
- Promote equality encouraging pupils to understand differences and eliminate discrimination.
- To help pupils develop an awareness of the impact of relationships on our emotions and help pupils develop the strategies to help manage these emotions.
- To make pupils aware of useful information and external support agencies that can access when they need emotional support or advice.
- Develop an understanding of how to recognise exploitation and abuse and how to seek help.
- Develop pupils understanding of cyber safety including appropriate and inappropriate relationships online.
- Develop an understanding of types of bullying and child on child abuse and provide pupils with strategies they can use to manage and report bullying and abuse.

Sex and Relationships education

- To support pupils in understanding their own bodies and minds and how they may change during puberty.
- To support children in managing hygiene and health throughout their development into adulthood.
- To support pupils in understanding the difference between biological sex, gender identity, gender expression, sexual orientation.
- To ensure that pupils gain an understanding of how a baby is conceived.
- To support pupils in understanding the process of pregnancy and birth.
- To support pupils in developing an understanding of parental responsibility
- To ensure pupils understand the importance of consent at every level, from minimal physical contact such as hugging and kissing to sexual intercourse.
- To support pupils in understanding how to keep themselves safe in a sexual relationship in regards to sexual health and contraception.
- To support pupils in understanding that religions and beliefs vary in regards to sex and relationships and therefore they must be considered and respected.
- To support pupils in developing critical thinking as part of decision-making regarding
- Develop an appreciation of the outcome of poor decision making in regards to sex and relationships.
- Encourage pupils to use the correct terminology when discussing body parts and sexual behaviour.
- develop an understanding of the reasons for delaying sexual activity and the benefits in engaging in sexual activity at a time when you are ready and safe.
- Develop an understanding of vocabulary, definitions and issues surrounding LGBTQ+
- Be aware of how to keep yourself online by recognising inappropriate content, inappropriate behaviour or requests and behaviours relating to online grooming.

- To make pupils aware of outside agencies that can support them with issues of abuse, mental health and sexual health.

5. IMPLEMENTATION

When?

- Relationships education will be taught via PSHE lessons, Tutor Times, Assemblies, Enrichment weeks such as Anti-bullying week, Thought of the week, Individualised interventions, THRIVE and in time with the pupils emotionally available adult (EAA). Overall our relationships education is part of our everyday ethos at Belmont and therefore pupils will develop this knowledge and related skills via everyday life at Belmont.
- Relationship & Sex education will be taught via PSHE lessons, individualised interventions when needed and sexual health week lessons. Biological aspects of sex, reproduction and pregnancy will be covered within Our World/Science lessons.

How?

- Pupils are continually assessed using our Educational Health Care Assessment. This data will be used to assess a pupil's current level of emotional development and social understanding and therefore will help determine what stage of our Sex and relationship education they should be taught.
- Once a stage is determined, parents will be informed and consulted.
- The pupils will be taught in streamed groups for secondary and by class tutor for primary unless other arrangements are agreed with Senior management.
- All staff are given the opportunity to carry out RSE CPD to support them in delivering the subject.
- The resources used will be those recommended by Gloucestershire Healthy Living and Learning Pink Curriculum, those found on the TWINKL website and nationally recognised organisations such as NSPCC, FPA, NHS etc. We will use the resources appropriate for the child's social and emotional understanding as opposed to chronological age.
- Resources will be adapted where necessary to meet the needs of all of our SEN pupils.
- If there are varied levels of social emotional understanding within a primary class they will be split into differentiated groups.
- When there is a specific need regarding an issue related to puberty, sex and relationships an individualised intervention will take place with the consent of the parents/carers.
- In Key Stage 4 the pupils complete an ASDAN PSHE short course or ASDAN PSHE related skills challenges depending on ability.

6. IMPACT

- The overall impact will be that our pupils will be better informed and have the skills they need to keep themselves safe and happy and will have made a significant step

towards living independently in their future lives.

- Our pupils will be able to communicate their needs and emotions effectively.
- Pupils will build positive safe relationships.
- The skills gained from our PSHE curriculum and PSHE focus within everyday school life will be recorded and monitored on our Educational Health Care Assessment. Data will be entered into this tracker at the end of every term. The data will be analysed and used for:
 - Informing and creating PSHE related targets for an EHCP
 - Identifying pupils needing further interventions in school or with outside agencies
 - Supporting safeguarding concerns
- KS4 pupils will leave with either an ASDAN PSHE Short Course Certificate or selection of PSHE ASDAN Life Skill challenge certificates.

7. SAFEGUARDING

- Pupil ACES and trauma will be taken into consideration when planning the teaching of a topic.
- Any safeguarding concerns that arise when teaching SRE will be reported to our Safeguarding Lead and recorded on Sleuth.

8. ROLES AND RESPONSIBILITIES

The LAB and Governing body

The Lab and governing body will approve the policy and hold the headteacher account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory/non-science 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 learners
- Responding appropriately to learners 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 Headteacher.

All teaching staff are responsible for teaching RSE at Belmont.

Teachers are supported by Learning support workers who may lead small groups or support individuals.

Learners

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

9. PARENTS' RIGHT TO WITHDRAW

If a learner is of primary age (year 6 and below), parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The delivery of non-statutory sex education is delivered as appropriate to specific learners as the needs arise. The decision to deliver this content is made in consultation with parents.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

If a learner is of secondary age (year 7 and above), parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be kept in the pupils file in the office. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to learners who are withdrawn from sex education.

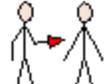
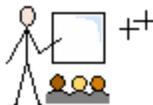
10. LINKS TO OTHER SCHOOL POLICIES

This policy links with the following school policies:

- Safeguarding policy
- PSHE policy
- Equality and diversity policy
- SEND policy
- Behaviour anti-bullying and hate crime policy
- Relationships policy

11. ACCESSIBLE CHILD FRIENDLY SUMMARY OF POLICY

Secondary

  
In sex and relationships education you will learn about healthy
    
and unhealthy relationships, consent, sexual relationships and
     
how to keep yourself safe. You must talk to an adult if
   
you feel uncomfortable in any lessons. These lessons will
   
help you prepare for adult life.