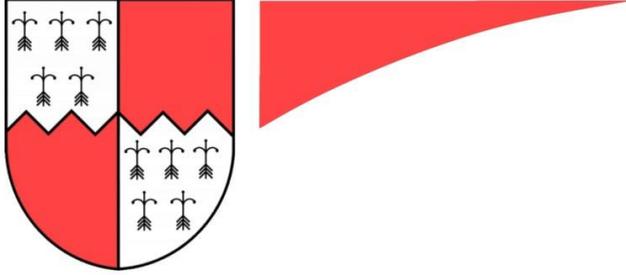


FITZWARYN SCHOOL



Relationships and Sex Education Policy

Frequency of Review	Every 2 years
Author	Wellbeing Curriculum Cluster Lead
Approved by	Governors
Reviewed	June 2021
Date of Next Review	June 2023 (unless there is a material change)

Rationale and Ethos

This policy covers our approach to teaching Relationships and Sex Education at Fitzwaryn School. It has been produced in consultation with staff, parents, pupils and governors.

We believe RSE is important for the emotional, social and cultural development of our pupils. The curriculum will involve learning about relationships, puberty sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It will run alongside our school values of friendship, respect, perseverance, cooperation, peace and fairness.

Fitzwaryn School's vision is 'Through learning to learn pupils will access society'. The RSE curriculum will help pupils to learn to respect themselves and others and to recognise their responsibility in terms of making well-informed decisions about their lives. It will therefore also support children to learn how to keep themselves safe and understand how to access help in society.

Our curriculum intent is that pupils will learn:

- How to show respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- To take responsibility for personal choice/actions and their consequences.
- They have the right to feel safe, secure and looked after properly.
- They have the right to receive accurate information about relationships.
- To have an awareness of the way another person feels.
- The value of a stable loving relationship.
- The value of mutual support and co-operation.
- The value of honesty and openness.
- The value of self-respect.

Inclusion and Equal Opportunities

Fitzwaryn School considers the needs of different groups within the school, this includes sex, gender, varying home backgrounds, sexuality, SEN, CWCF (previously LAC), faith, ethnicity and culture. The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils' ages, abilities, genders and developmental stages. We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

Roles and Responsibilities

The RSE programme will be led by the lead teacher of the Well-being Cluster, and other members of the Well-being Cluster will support in the leadership of the RSE programme. The policy is approved by the governing body. The headteacher is responsible for ensuring RSE is taught consistently across the school, that staff are appropriately trained for teaching RSE and for managing requests to withdraw pupils from RSE lessons. Teachers are responsible for teaching RSE to their classes in a sensitive and appropriate manner for the individual needs of the pupils in their class. They will be supported by HLTAs and TAs. Other professionals will be involved if appropriate e.g. school nurse. A working party made of parents, staff and governors will be responsible for the monitoring and evaluation of the RSE programme.

Legislation

We have based our school's Relationships and Sex Education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary school aged children must be taught Relationships and Health Education. The teaching of Sex Education for

primary school pupils remains non-statutory, with the exception of the elements of sex education contained in the Science National Curriculum. For secondary-aged pupils, Sex and Relationships Education is now compulsory. The DfE (2019) guidance on 'Relationships and Sex Education (RSE) and Health Education states 'In special 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.'

Curriculum Design

Our RSE programme will be part of our whole school PSHE education provision and will cover healthy and unhealthy relationships, appropriate private and public behaviour, puberty, consent, sex and contraception, LGBTQ+. Elements will also be covered in other subjects such as Science, RE and PE if it fits into those subject areas e.g. life cycles in Science. We will ensure RSE is matched to the needs of our pupils by class and this may look different in each class. Teachers will create differentiated plans and activities to meet the needs for all in their class. If appropriate classes will be split into smaller groups. A wide range of teaching methods can be used to enable students to actively participate in their own learning and these methods will include videos, photos, books, quizzes, case studies, research, role play, video and small group discussion. Staff will be aware of the importance of using 'real life' teaching methods if possible but also take into consideration the individual needs of pupils in each class group.

High quality resources will support our RSE provision and will be regularly reviewed. It is important to recognise that pupils may need lots of support to generalise their learning outside of RSE lessons and therefore it can be appropriate to revisit topics frequently in a spiral curriculum model to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery).

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

Pupils will be encouraged to reflect on their own learning and progress by using self-assessment processes that are established in individual classes. An overview of the learning in each Key Stage can be found on the school's curriculum overview documents.

Safe and Effective Practice

We will ensure there is a safe learning environment for pupils by setting clear ground rules in each class that are revisited at the beginning of each RSE lesson. Staff will model a respectful and positive attitude to RSE and support pupils to demonstrate these attitudes when participating in the lessons. Questions will be answered in a sensitive and appropriate way ensuring balanced views are put across without negative connotations. If a question is felt to be too sensitive/detailed for a whole class situation, staff will work 1:1 with a pupil to answer the question. If staff are unsure of how to answer a question, they will liaise with SLT and respond to the question at a later date, with the input of parents if appropriate.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue or other safeguarding concerns. If this occurs, teachers will contact the Designated Safeguarding Lead

and follow the school's procedures for safeguarding concerns. Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

Engaging Stakeholders

We are committed to working with parents and know that the primary role in children's RSE often lies with parents and carers and it is therefore important that there are opportunities for clear communication between home and school regarding RSE. This will include posting the school's RSE policy on our website, including information in the curriculum information booklet for parents and informing parents by letter or email before beginning to teach a unit of RSE. Staff will answer any questions that parents may have about the RSE of their child, this includes providing opportunities for parents to view the resources that are used in lessons.

Primary aged children: Relationships Education is a statutory requirement of the National Curriculum for primary aged children so parents/carers cannot withdraw their children from this. This is taught as part of the PSHE curriculum. The Science curriculum includes content on human development, including reproduction. There is no right to withdraw children from this.

Secondary aged children: Relationships and Sex Education is a statutory requirement for secondary aged children. Parents can request withdrawal of their children from the Sex Education element of the curriculum.

For both primary and secondary aged children, parents/carers will be informed about any planned lessons on Sex Education and any requests they make for their child to be withdrawn from these lessons will be granted following a discussion with the headteacher.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils by gaining their viewpoints both through the school council and from feedback during lessons.

Monitoring, Reporting and Evaluation

The delivery of RSE will be monitored through the SLT's scrutiny of curriculum maps, lesson observations and weekly lesson plans.

Pupils' progress will be assessed by class teachers through lesson plenaries, curriculum map assessment systems and other classroom based assessments. The Well-being Curriculum Cluster will oversee whole school progress through the monitoring of curriculum maps.

The governors will receive reports on the delivery and progress within RSE as appropriate.

RSE Policy Review Date

This policy will be reviewed every two years by the Well-being Curriculum Cluster lead to ensure it still meets the needs of the pupils, staff and parents and that it is line with current Department for Education guidance.