

# St Elizabeth's School

## Relationship and Sex Education Policy Spring 2023

Subject leader:	Gill Bray
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# St Elizabeth's School



## Relationship and Sex Education Policy

### School Mission Statement

Our School Community is together:

- To be a sign of our Love of God and for each other.
- To share the Good News with all we meet.
- To live and learn together.
- To make our world a better place for all.
- And to grow together in this love by doing the best in all that we do.

### Definition – Subject content and why it is important

Relationship and Sex Education (RSE) is lifelong learning about physical, moral, and emotional development. It is learning about the importance of family life, stable and loving relationships (including marriage), respect, love and care. It is learning about others whose relationships and sexuality may be different. It is also about the teaching of sex, sexuality, and sexual health. It provides knowledge and the development of skills which will allow learners and young adults to manage their lives in a healthy and reasonable way.

Under the new government guidance, RSE is a core part of the PSHE (Personal, Social, Health and Economic) curriculum. This policy, and the corresponding curriculum, have been written in line with the latest guidance around RSE and is strongly influenced by the Diocese of Westminster Catholic Education Service guidance.

As a non-maintained primary and secondary Special School with a sixth form we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St Elizabeth's, we teach RSE as set out in this policy.

### Aims and Objectives

- To provide a framework for all those working with pupils and students, providing a holistic approach across all areas of the school.
- To encourage an environment of open communication about RSE for pupils and staff in order to support development of skills and appropriate vocabulary, as well as having a clear understanding of where to go if they need help.
- To develop critical thinking skills as part of decision making and consideration of moral dilemmas.
- To recognise and develop an understanding of what it is to be in a caring, stable and mutually supportive relationship with another person and how to control and understand feelings that come with being in a relationship. A key factor of this would be exploring the value of family life and marriage.
- To encourage respect for moral and spiritual values which reflect the Christian ethos of the school.
- To enable pupils and students to learn which behaviours are appropriate, particularly with regards to different contexts or environments.

- To strengthen self-esteem, empathy and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively, within a safe environment.
- To acknowledge all learners fundamental right to have their life respected whatever kind of household they come from and support to be provided to help pupils deal with different sets of values.
- To recognise the context of the modern society and give pupils the support and knowledge they need to make responsible and well-informed life choices.
- To recognise and respect individual learners and their needs and choices, helping them to understand themselves, their feelings, their choices and their relationships with others.
- To create a positive culture around issues of sexuality and relationships.

### The Delivery of RSE

RSE at St Elizabeth's is taught as part of the PSHE curriculum and is allocated to one half term of the curriculum map each year. A curriculum spectrum has been developed in order to allow teachers the flexibility to plan for the needs of learners in their class, allowing for individual needs and cognitive understanding. Teachers are encouraged to consider areas of the curriculum spectrum which meet developmental needs, cognitive ability as well as maintaining age appropriate provision.

#### *PMLD/SLD provision*

Through a cross-curricular approach, pupils working within the PMLD spectrum are encouraged to develop an understanding and awareness of their body regularly throughout the curriculum. This does not require specific parental consent. Where appropriate, discrete sessions regarding RSE can be planned in order to support a pupil to develop an understanding about a specific issue. However, this needs to be completed with parental consent and focused on the needs of the pupil and the level of their understanding, using visuals and social stories as necessary. Consideration does need to be given to the mental capacity of the pupil to engage in this education and safeguarding procedures should be paramount.

#### *5-15 provision*

Delivery will be in the context of the PSHE, RE and Science curricula for pupils under 16. It may also involve addressing moral and ethical issues which may arise from apparently unrelated topics in all Curriculum Subjects, where there will not be a parental right of withdrawal. SRE is taught as part of the PSHE curriculum once a year but topics regarding health and the human body will also be covered annually in the science curriculum.

#### *16-19 provision*

Delivery will take place in the context of PHSE and RE for post-16 students. It may also involve addressing moral and ethical issues which may arise from apparently unrelated topics in all Curriculum Subjects, where there will not be a parental right of withdrawal.

In all zones, teaching staff should be prepared to support learners if specific issues arise throughout the year. Consultation with parents and the staff team around that pupil is encouraged to ensure that provision to support that pupil is appropriately targeted and delivered.

RSE will be taught by class teachers within class groups. There may be consideration, where appropriate, for groups of pupils to be taught separately in single-sex groups in order to support pupils to understand more gender specific issues, which may cause anxiety or embarrassment within a mixed group.

### Guidance for teaching and supporting students with SRE

1. RSE in the classroom, will take the form of formal teaching using video-clips, presentations and other audio-visual aids, small group and class discussion and provide pupils with the opportunity for any questions to be answered.
2. Teachers will reserve the right to refuse to answer questions where answers may be thought to be inappropriate for the majority of pupils in the group, bearing in mind that much explicit information is available in the public media and that informal learning can be a powerful source of confusion and mis-information.
3. We aim to dispel myths and reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters. This will be done while preparing students to cope with their developing sexuality, the changes of puberty and adolescence, and the responsibilities of both personal health care and mature physical relationships.
4. Students should develop confidence in the moral basis of their values so that they can develop a pattern of behaviour which takes account of the need for respect for others and their responsibilities to others and themselves. This matches the ideas of tolerance seen in the School Equal Opportunities Policy.
5. Where appropriate the children/students will be taught within their established class group, which may be mixed or single sex. Circumstances and individual needs of the children will often dictate individual/small group counselling or teaching.
7. In certain instances of the delivery of the RSE programme, health professionals such as Doctors, Nurses and representatives of appropriate organisations may be invited into school with the approval of the Head Teacher.
8. St Elizabeth's has a 'Worries and Complaints Procedures' document. All children and parents receive a copy of this document. This facility is brought to the attention of all children/students on an individual basis by a responsible member of the staff.
9. Where the circumstances are such as to lead staff to believe an individual has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk, or in breach of the law, they have a general responsibility to ensure that the individual is aware of the implications and is urged to seek advice. In such circumstances staff should follow Child Protection Procedures.
10. This will be monitored within the framework of the individuals Personal Social and Health Education programme and will be reported on in the annual report. All departments including Residential, Academic and Nursing will liaise with each other to ensure that any issues that arise will be communicated to all concerned.

The role of the teacher includes:

- Advising the subject leader, and therefore the School Management team and governors, on the content and organisation of RSE within their class setting.
- Communicate with parents about the content of the RSE planning, developing suitable procedures for dealing with requests from parents to withdraw their children for RSE lessons.
- Contribute to the evaluation of the existing curriculum, planning and resources.
- Use professional skills in developing the curriculum.
- Draw on help and guidance from relevant sources e.g. health professionals.

#### SRE throughout the waking day curriculum

It has been acknowledged that the key area for support pupils to develop their understanding of RSE is through the waking day curriculum. It is more likely that pupils will ask questions about their developing body, relationships with others, sex, sexuality and their

sexual health in the context and familiarity of the residential home or familial home rather than the classroom environment. Residential staff and parents need to be supported to be able to deal with and support the pupils appropriately and effectively, ensuring that the provision continues to dispel myths and prevent mis-conceptions or mis-information. Therefore, when considering training and resources, the residential staff and parents of the learners need to be included in any planning, as well as training.

#### Planning and resources

All staff should receive specific training in supporting pupils with RSE.

- RSE planning should be focused on the understanding of the pupil, exploring topics which are relevant to that pupil at the time.
- Each class and residential unit should be provided with a resource pack, including visuals to support pupils with understanding, support and guidance for answering questions which might arise and lists of resources which are available in the school setting or online.
- Each residential unit and zone should have access to a core set of resources which can be used to plan and deliver RSE – this can include books, website advice and DVDs.
- Key members of staff, who have had sufficient training, are allocated as named support for staff who are delivering RSE in class and across the waking day.

#### Assessment and Evaluation

Assessment regarding RSE will be completed using BSquared and EFL, as part of the PSHE curriculum.

Staff are encouraged to evaluate their curriculum plan at the end of the session, which will be fed back to the subject leader at the end of the programme. Staff are encouraged to share resources they have found or produced, informing the subject leader if there is a resource which may be useful and purchased through the subject budget.

#### Monitoring Arrangements

The delivery of RSE is monitored by Gill Bray (Subject leader) through monitoring of medium term planning, including feedback from staff and parents, learning walks, work scrutiny and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Gill Bray (Subject leader) annually. At every review, the policy will be approved by the Head Teachers and allocated Governor.

#### Consultation

##### *Parental rights*

We would prefer parents to play a part in this sensitive area by being informed in the School Programme so that they can continue discussions at home. However, parents of all students have the right to withdraw their child from non-National Curriculum sex education: parents will be able to state annually whether or not they wish their child to be withdrawn.

We feel that this is inadvisable since it is inevitable that students will discuss the content of lessons and there is a danger that mis-information and half-truths will be passed on. The class teacher will seek clarifications from parents regarding their reservations and will, as far as is realistic, set appropriate alternative work when the student is not in the lesson. Full copies of the policy will be given to the parents of all students new to the school; a summary will be included in the school prospectus and circulated to all parents annually.

### *Consultation with Westminster Diocese*

This policy, and subsequent planning and provision, follows the primary and secondary guidance produced by the Diocese of Westminster (revised Autumn 2019).

### *Consultation with Governors*

The governors have responsibility for ensuring that there is a RSE policy which is in keeping with the Catholic teaching. They will ensure that policy is available to parents and has been produced in consultation with parents and staff. Governors will ensure that the programme and resources are monitored and evaluated. This includes classroom based teaching as well as the wider areas of the waking day curriculum, through the residential, medical and therapy teams.

### Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were consulted around key points of the policy and curriculum delivery with a forum provided for any concerns which may be raised.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Safeguarding and Confidentiality**

Staff may not offer or guarantee to students' confidentiality in any matters due to the need to take action in issues related to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used.

In the case of a student making a disclosure of possible pregnancy, or seeking individual advice on contraception, students should be encouraged to know that they can talk to an adult in the school. The school will encourage any student of statutory school age to talk to their parents first:

- ✓ The child should be asked if they can tell their parents and asked if they need help.
- ✓ Staff will need to check how they have progressed the issue.
- ✓ If the child refuses to tell their parents, staff should refer them to a health professional.
- ✓ Staff should report the incident to the Head Teacher who will consult with health professionals prior to informing parents.
- ✓ The student will always be told that school staff are having to act in this way before their confidentiality is compromised.

## **Appendix 1 - Relationship & Sex Education Curriculum Spectrum**

### Aims

- To provide a range of topic areas which can be explored within the RSE curriculum
- To provide a phased approach, allowing teachers to plan activities which build on previous knowledge and cognitive understanding.
- To provide a structure with which teachers can assess the needs of the pupils in their class and plan accordingly in order to give them the skills they need to make good choices, understand themselves and their bodies and to gain a greater understanding about RSE within society.
- To allow flexibility of topics so that activities can be planned for whole class, small group or individual delivery according to need and academic levels.
- To allow teachers to choose either one topic or several topics for the half term programme and to be able to monitor understanding and progression for future lesson planning.
- To provide a link to available resources to support planning and teachers of RSE in all classes in the school.

### Context of the RSE Curriculum Spectrum

Following training received in September 2017, this RSE curriculum spectrum was developed in order to support teachers to meet the needs of their pupils as set out in the RSE policy. The topic areas were collated from a range of resources, including the latest government guidance, the Diocese of Westminster Catholic Education Service guidance and other resource materials. RSE is part of the PSHE curriculum and is allocated one half term per year. The RSE curriculum spectrum gives teachers the flexibility to plan their RSE provision according to need rather than prescribed topic areas, allowing them to take into account cognitive ability and developmental progression. Teachers can focus on meeting the needs and understanding of their pupils, whilst being able to maintain age-appropriateness and making sure that learners develop their understanding in the context of their life and society as a whole. Accompanying the RSE curriculum Spectrum is an Excel spreadsheet which outlines resources available to support teachers with their planning and where they can be found.

Phase 6	<p>The law - age of consent, pornography, sex crimes</p> <p>Sexualisation, manipulation and pornography</p> <p>Pregnancy – changes and being a parent, what do babies need?</p> <p>Sexual health – sexual health services</p> <p>Services available to support with sexual health – FPA, Sexual health clinics</p> <p>Health monitoring i.e. testicular and breast care</p>
Phase 5	<p>Being in a relationship – marriage, living together, expectations of roles within relationships</p> <p>Developing a loving sexual relationship – making choices about sex, consent and keeping safe</p> <p>Sex and alternatives to sex</p> <p>Pregnancy</p> <p>Saying no – negotiating safe sex</p> <p>Sexual health – protecting ourselves, sexual health, the use of contraception to prevent spread of disease</p> <p>Stereotypes and discrimination – masculinity/femininity, challenging stereotypes</p> <p>Masculinity and femininity – challenging stereotypes</p> <p>Sexuality and gender</p>
Phase 4	<p>Sexual reproduction – the human life cycle</p> <p>Sexual feelings - masturbation, erections and wet dreams, dignity, appropriate behaviour – public/private</p> <p>Being in a relationship – stages of how a relationship can develop</p> <p>Dealing with expectations</p> <p>Respect, assertiveness and choice</p> <p>Menstruation</p> <p>Love, attraction and trust</p> <p>Being safe – what does that feel like? (traffic lights SHARE)</p> <p>Body parts and their functions – sexual organs</p>
Phase 3	<p>Public and private – body awareness, privacy, public and private spaces, personal care</p> <p>Good and bad touch</p> <p>Puberty – becoming an adult</p> <p>Vocabulary – sexual organs of the body, words for things which happen</p> <p>Gender – differences between male and female, celebrating diversity</p> <p>Relationships with others – appropriate touch</p> <p>Body language</p>
Phase 2	<p>Being assertive – sharing opinions, making a choice</p>



	<p>Making a decision – saying yes or no (on own and as part of a group)</p> <p>Personal hygiene</p> <p>Body parts and their functions</p> <p>Gender – identifying males/females</p> <p>Growing old – changes and different stages</p> <p>Developing good self-esteem</p> <p>Relationships – people in our lives and what are our relationships with them?</p> <p>Managing feelings - how to respond when feeling an emotion?</p> <p>Appropriate behaviour – personal space, making the right choices</p> <p>Being safe - asking for help</p> <p>Being a good friend</p> <p>Developing communication skills</p>
Phase 1	<p>About me – who am I?</p> <p>Likes/dislikes</p> <p>Identifying feelings – own and others</p> <p>Body awareness</p> <p>Recognition of self</p> <p>Recognition of others</p> <p>Interacting with others – sharing, taking turns</p> <p>Personal care routines</p>