

Belmont School Local Policy

Relationships and Sex Education Policy

Date Approved:	5/5/21
Date due for review:	Spring 21/22

Authorisation

Designation	Name	Date	Signature
Headteacher :	Mr K Day		
Chair of LAB:	Mr L Grainger		

1. INTRODUCTION

Within Belmont School the teaching of Relationships and Sex Education (RSE) is treated as an aspect of the Personal and Social Development Curriculum, and has regard of current relevant legislation and guidelines. The scheme of work complies with statutory guidance for Relationships Education, Relationships and Sex education (RSE) and Health Education published 25/06/2019 and updated in 09/07/2020 It also follows guidance from in the 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 2020

2. CONSULTATION

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

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 was held 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.
- The policy was amended and provided to LAB members for approval.
- The policy was made available on our school website and provided in paper form or by e-mail upon request during the consultation.

Future ongoing consultation and monitoring

- When a pupil starts their education at Belmont, parents/carers will be provided with a curriculum map and consent form. They will be given the opportunity to withdraw from some aspects of RSE or discuss their concerns/situation in detail with the subject co-ordinator.
- Parents are able to access the curriculum map and this policy on the school website at any time. They will be contacted, once a year, by the class tutor to be given details of the content their child will be taught that academic year. If they have further questions they will be offered the opportunity to discuss with the PSHE co-ordinator.
- Where requested and necessary, parents will be provided the opportunity to attend a zoom meeting where resources can be shared.
- 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.
- The policy will be reviewed annually by the subject co-ordinator and at least bi-annually by the Governors.

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 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 needs 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.

4.1. 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.

4.2. 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' and that there are many different forms of family structure including same sex parents.
- 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 how to prevent and manage it.

4.3. Sex and relationship 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

5.1. 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 their 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.

5.2. 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 by their class tutor 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 or sourced from TWINKL. We will use the resources dependent on 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 in a 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. They will have made a significant step towards living independently in their future.
- The skills gained from our PSHE curriculum and PSHE core 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 this 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 Governing Body

The Local Advisor Board governors will review and approve the policy and hold the headteacher to 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:



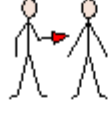



- Safeguarding policy
- PSHE policy
- Equality and diversity policy
- SEND policy
- Behaviour anti-bullying and hate crime policy
- Relationships policy
- Healthy Schools policy



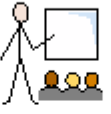
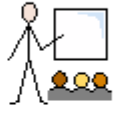
11. ACCESSIBLE CHILD FRIENDLY SUMMARY OF POLICY





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.

Parent request for withdrawal from Sex Education within RSE

To be completed by parent/carer

Name of Pupil:		D.O.B	
Year group:		Class:	
Name of Parent/ Carer:		Date:	
Reason for requesting to withdraw your child from sex education			
Any other information you would like the school consider			
Parent Signature			
Date:			

To be completed by the school and signed by Head Teacher

Agreed actions from discussion with parents.	
Head Teacher signature & date	
PSHE co-ordinator signature & date	

Belmont School Relationships & Sex Education Curriculum Map

Our curriculum map does not specify a topic for each year group. There is a general guide for the Key Stage but each tutor will assess the social and emotional understanding of the individual child before assigning them to a stage. This will be recorded on the child's termly curriculum map when they are due to participate in an RSE module.

We recognise that our children develop socially and emotionally at different rates and we want to ensure their sex and relationships education is planned in response to their stage of development.

	<u>Stage</u>	<u>Content</u>
P R I M A R Y	Foundation	How to make friends <ul style="list-style-type: none"> • How to greet people • Manners • How to play with others • How to ask for help • How to share • How to take turns • How to listen • How can I tell if someone is happy or sad?
	Stage 1	Let's be kind <ul style="list-style-type: none"> • Kind words • Kind actions • Identifying kind and unkind behaviours • How does kindness and unkindness make others feel? • What can I do to be kind? Sharing, taking turns etc • Show an interest in another person. Ask them a question • Practice working as a team • British values looking after the needs of others.
	Stage 2	Everyone is different <ul style="list-style-type: none"> • Likes and Dislikes • Similarities and differences • How am I special? • What would I like to do when I am older? • Who is in my family? • How can I treat people fairly? • How can I help others if they are feeling sad or finding something challenging • How can I show appreciation for others • British values treating everyone equally
	Stage 3	Identity & Bullying <ul style="list-style-type: none"> • What makes me unique? • What am I good at? What could I be better at? • Reasons for bullying • Types of bullying • How bullying can make others feel? • What to do if someone is being bullied? • British Values equality. • Reporting bullying, someone hurting you or doing something you are uncomfortable with. • Differences between boys and girls – challenging stereotypes • Learn coping strategies to use when I am feeling down.

<p>Stage 4</p>	<p>Changing Families</p> <ul style="list-style-type: none"> • How have I changed since I was a baby? • Who is in my family and extended family? • Different family structures including same sex parents • Has my family changed? • Bereavement (pets only if necessary) How to manage loss • New baby • Separation • Step parents • Reporting someone if they hurt me or do something I am not uncomfortable with. • Coping strategies for change.
<p>Stage 5</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> • Who can I trust? • Mutual respect – listening to what the other wants, treating them how you would like to be treated. • PANTS rule – Identify parts of the body we should keep private • Body safety – understand the words ‘no’ and stop’ . • Identify someone I trust that I can talk to if I am worried • Reporting someone if they hurt me or do something I am uncomfortable with. • Use correct terminology to name body parts as well as identify slang that may be used. • Leant how to maintain friendships and what to do if I fall out with someone.
<p>Stage 6</p>	<p>Growing up & puberty</p> <ul style="list-style-type: none"> • Name male and female body parts external body parts • Identify the basic physical changes to the body during puberty • Learn how to keep myself clean. • Learn about how my mood may change during puberty, explore a range of emotions • Identify the basic differences between friends and romantic relationships • Recognise appropriate and inappropriate touch • Understand the basic concept of consent
<p>Stage 7</p>	<p>Growing Up and Change</p> <ul style="list-style-type: none"> • Describe the specific changes boys and girls go through during puberty. • Identify physical and emotional changes that take place during puberty • Learn about the basic process of relationship change from not knowing someone, to making friends, to being romantically interested in someone. • Learn about boundaries and consent. • Begin to understand how one person in a friendship and a relationship may feel different to the other. • PANTS rule – inappropriate touch – Body safety • Explore the concept of love and what love looks like. • Use the correct terminology to name body parts as well as identify slang that may be used. • Understand that a man and woman is needed to make a baby. • Recognise different types of relationships including lesbian and gay.

K E Y S T A G E 3	Stage 7	Growing Up and Change <ul style="list-style-type: none"> • Describe the specific changes boys and girls go through during puberty. • Identify physical and emotional changes that take place during puberty • Learn about the basic process of relationship change from not knowing someone, to making friends, to being romantically interested in someone. • Learn about boundaries and consent. • Begin to understand how one person in a friendship and a relationship may feel different to the other. • PANTS rule – inappropriate touch – Body safety • Explore the concept of love and what love looks like. • Use the correct terminology to name body parts as well as identify slang that may be used. • Understand that a man and woman is needed to make a baby. • Recognise different types of relationships including lesbian and gay.
	Stage 8	Growing up and adolescence <ul style="list-style-type: none"> • Describe the basic changes boys and girls experience during puberty. • Human life cycle. Understand how we change throughout life. • Begin to understand the concept of reproduction. • Identify inappropriate touch and know how to report abuse • Have an awareness of emotional changes that may be experienced during puberty • Discuss ways in which people can overcome the emotions experienced during puberty • Understand and know how to practice good hygiene • Understand that a man and a woman are needed to make a baby • Name the main male and female body parts needed for reproduction.
	Stage 9	Growing Up and preparing for adulthood <ul style="list-style-type: none"> • Describe the basic changes boys and girls experience during puberty including menstruation, erections and sexual feelings. • Understand the concept of consent • Understand that puberty is the bodies way of getting ready for adulthood and reproduction. • Explain the emotional and physical changes that happen during puberty • Be able to talk sensibly about concerns about puberty. • Recognise emotional changes and discuss how to manage sexual thoughts and behave appropriately. • Discuss the basic concepts of sex, gender identity and sexual orientation. • Explain in simple terms the process of conception and birth. • Name the male and female sex cell sperm and egg

K E Y S T A G E 3	Stage 10	Growing up & healthy relationships <ul style="list-style-type: none"> • Describe the changes that take place during puberty • Develop an understanding of peer pressure and how to manage it. • Develop an understanding of self-image and media influence. Know that there is no such thing as a perfect body • Begin to understand how to manage being romantically interested in another person. • Understand the importance of consent • Love is love – understand the terminology regarding sex, gender identity and sexual orientation. • Recognise the risks and things that should be considered before engaging in low level sexual activity. • Discuss the development of an online relationship and the risks.
	Stage 11	Growing up and developing relationships <ul style="list-style-type: none"> • Describe what makes a healthy relationship • Understand the concept of mutual respect and trust • Understand how a relationship may develop – know your boundaries. • Consent understand that ‘no means no’ • Know what to do if someone is hurting you or doing something you are uncomfortable with. • Understand how relationships can develop online. Recognise the risks of sexting & pornography • Respect your own body – body safety • Know where to find information about sexual health.
	Stage 12	Developing relationships <ul style="list-style-type: none"> • Begin to understand the different forms of sexual activity • Recognise the risks of participating in sexual activity • The law • Understand consent • Know what makes a healthy relationship, explore ways to leave unhealthy relationships. • Recognise how a relationship may develop into a romantic or sexual relationship. • Know what to do if someone is hurting you or doing something you are uncomfortable with. • Know where to get support • Have an understanding of basic contraception
	Stage 13	Developing relationships (sexual) <ul style="list-style-type: none"> • How a romantic relationship may develop and what to consider when making decisions about sex. • Types of sexual activity and consent. • What is sexual intercourse? • The Law • Pregnancy • Develop a basic understanding of STI's • Know the different forms of contraception and the risks. • Know where to go for advice on contraception.

K E Y S T A G E 4	Stage 14	Respectful relationships ASDAN - Module 7 Outcome 3 – Understand what makes for a healthy or unhealthy relationship Outcome 2 – Recognise how to manage emotions in different relationships Outcome 5 – Show how to develop healthy relationships in different contexts. Outcome 4 – Explain the concept of consent in a variety of contexts
	Stage 15	Sexual Health ASDAN - Module 6 Outcome 4 – Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give consent. Outcome 2 – Understand the advantages and disadvantages of different methods of contraception Outcome 1 – Understand the impact of sexually transmitted infections and how to minimise their transmission. Outcome 3 – Understand how to access emergency contraception and the time frame within which it can be effective.