



Name of Policy:	Relationship Education/Relationships and Sex Education (RSE) Policy
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Woodlands Meed Equalities Statement is available on the website (search under "policies" at : www.woodlandsmeed.co.uk)	

**Woodlands Meed's Overall Aims:
Building Unique Futures Together**

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each student
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised

This Policy aims to give a secure structure to the planning and delivery of Relationship Education/Relationships and Sex Education to students at Woodlands Meed School and College, which will be appropriate to their age and understanding and supportive of their future development whilst respecting family beliefs and preferences.

National Guidance

This policy takes full account of the school's legal obligations and the latest government guidance:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Rationale

Relationships education is compulsory in primary schools and Relationships and Sex Education is compulsory in secondary schools.

At Woodlands Meed we believe that effective Relationships Education and Relationships and Sex Education (RSE) is essential to enable children and young people to make informed decisions about their lives. The Relationships Education and Relationships and Sex Education programmes are integrated into the PSHE curriculum within the school and college.

Relationships Education and RSE is the lifelong learning about physical, moral and emotional development.

A comprehensive programme of Relationships Education and RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

Woodlands Meed believes that Relationships Education and Relationships and Sex Education is an essential part of every student's education because:

- Students have the right to information about what is happening to their bodies, to gain skills, to establish positive relationships and explore their own and others' attitudes about sexual matters.
- Students gain information about sexual matters from a range of reliable and relevant sources – much of this can be incorrect and lead to misunderstanding. RSE at school and college can give an informed, objective and balanced view.
- Students with SEND can be more vulnerable to abuse and exploitation than their peers. These students need help to develop skills to ensure they maintain their own personal safety and to take steps to manage moments in which they are or feel vulnerable.
- Students with SEND can display behaviours that challenge wider societal norms.
- RSE helps to prevent unplanned pregnancy and sexually transmitted infections. Research demonstrates that good, comprehensive sex and relationship education does make young people less likely to enter into sexual activity.
- Relationship Education and RSE is effective when it is planned and supported by and involves parents/carer. Staff should be given effective training on teaching RSE. Students' needs and views should be sought and adjustments should be implemented if suitable.
- Effective RSE teaching can help students develop positive self-image and increased self-esteem, responsibility and the ability to make informed decisions.

Aims

We aim to develop Relationship Education and RSE in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE). Relationship Education and RSE will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, offering information regularly on the content and delivery of our PSHE curriculum. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it. We will:

- consult with parents/carers on all matters of PSHE policy
- train all our teachers to teach Relationships Education and RSE
- listen to the views of the students in the school and college regarding relationships and sex education
- look positively at any local initiatives that support the school and college in providing the best Relationships Education and RSE teaching programme that it can develop and implement
- develop the student's confidence in talking, listening and thinking about feelings and relationships
- support students through their physical, emotional and moral development by providing them with clear information and opportunities.

Teaching Methods

- Active learning methods which involve students' full participation are used and RSE takes place within normal classroom provision of mixed-sex and mixed ability classes. When appropriate, students may be placed into different groups according to their relevant needs, or into single-sex groups.
- Teaching methods take into account developmental differences of students and the potential for discussion on a one-to-one basis or in small groups.
- Teachers will plan a variety of activities which will help to engage all learners and cater to their differing learning styles.
- Teachers will ensure that the programme is tailored to the individual needs of students and takes into account their physical and developmental stage.

Staff will help students to develop the confidence to demonstrate understanding about relationships and sex education through the use of the following strategies:

- establishing ground rules;
- role play and drama;
- class discussion;

- narrative
- small group discussion;
- circle time;
- augmentative and alternative communication, e.g. symbols, Makaton, switch use;
- social stories;
- visual resources;
- regular reviewing and repetition;
- reflection time.
- Use of anatomical models

Use of anatomical correct dolls to support RSE curriculum delivery

- The orange curriculum pathway teachers and class teams have attended Sex Factor training which was delivered by Chailey Heritage School.
- This is a user-friendly toolkit consisting of training sessions and resources including –
 - Online training opportunities
 - The Sex Factor Handbook and guidance notes
 - More than 30 real life ready to teach story themed lesson plans across 4 main categories – puberty, relationships, diversity and safety
 - Supporting video content and guidance
 - Online support
 - Advice on resourcing anatomical correct dolls and creating authentic life like training aids

All Woodlands Meed teachers are committed to delivering the RSE curriculum.

All staff teaching RSE will be given membership to the PSHE Association with full access to relevant resources and CPD opportunities. Primary and Key Stage 3 teachers will be given access to Jigsaw learning resources.

Staff will ensure that their personal beliefs and attitudes do not influence the teaching of RSE.

Students will be given preparation so that they can explore their own potential contributions to discussion and explore how these may make them feel or respond to challenge.

No one (staff or student) should be expected to ask or answer a personal question.

No one will be forced to take part in a discussion.

Meanings of age-appropriate words will be explained in a sensible and factual way

Sometimes an individual student will ask an explicit or difficult question in the school and college setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE lead or SLT.

If a question or comment raises a Child Protection concern, a member of the safeguarding team will be informed so that safeguarding procedures can be followed.

Materials used in Woodlands Meed must be in accordance with the PSHE Association, Jigsaw and Sex Factor frameworks and the law. Inappropriate images should not be used. We will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age, ability and cultural background of the students concerned.

Relationship Education and RSE Provision

The PSHE leaders will liaise closely to ensure that both PSHE and Science programmes complement each other and reinforce learning.

At primary school level Relationships Education should contribute to the foundation of PSHE by ensuring that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body
- are aware of how to administer basic health care and hygiene routines of parts of their body
- can protect themselves and ask for support
- are prepared for puberty

At secondary level Relationships and Sex Education should prepare young people for an adult life in which they can be supported to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationships they want

- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressurised into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships.
- Understand the impact of social media on body image
- Understand the dangers of social media with regard to grooming, sexting etc, know ways to keep themselves safe and whom they should report worries to

Roles and Responsibilities of the PSHE Subject Leaders

- Monitor school practice and to review the Relationships Education and RSE Policy and Long Term and Medium Term plans.
- Keep up to date with developments in the subject by attending INSET, Workshops, Support Groups, external training; accessing books/ Seesaw and other literature, and sharing this information with colleagues.
- Share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
- Monitor and develop resources, keeping them well organised, labelled and accessible.
- Advise colleagues on appropriate planning, teaching methods, activities and resources.
- Lead by example by showing good practice through joint planning, working alongside colleagues, and modelling good practice.
- Ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- Monitor this policy on a regular basis and report to the governors when requested, on the effectiveness of the policy.

Parents/carers

The school is well aware that the primary role in children's relationship education and relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of the students, through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice through opportunities to discuss
- answer any questions that parents may have about the RSE of their child
- support parents who are finding it difficult to accept their children's developing sexuality
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Inform parents about the best practice known with regard to Relationships Education and RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents are able to withdraw their child from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that:

'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

If a parent of a secondary student wishes their child to be withdrawn from sex education lessons, they should discuss this with the Deputy Heads on the site that their child is in, and make it clear which aspects of the programme they do not wish their child to participate in. We acknowledge that parents have the right to withdraw their child from the non-statutory aspects of RSE. Although a small aspect is non-statutory, the school is obliged to teach it and feels it is important that these aspects are dealt with sympathetically.

Parents of a primary student will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

However, there may be exceptional circumstances where a student's specific needs arising from their SEND needs to be taken into consideration when making this decision/and in these circumstances.

Working with outside agencies

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme. All contributors to the RSE programme are made aware of this Policy and Woodlands Meed will make the necessary checks on any person who contributes credentials, following procedures set out in the safeguarding policy.

Equal Opportunities

All teaching and non-teaching staff at Woodlands Meed are responsible for ensuring that all students irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst at Woodlands Meed.

Young people, regardless of their developing sexuality, need to feel that RSE is relevant to them and sensitive to their needs. Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

We are aware that sexual orientation and what is taught in schools is an area of concern for some parents. We will work closely to reassure parents of the suitability of the programme and the context in which it will be presented.

All forms of bullying are unacceptable and conduct and policy will actively challenge any discrimination or prejudice.

Wellbeing support for students

All members of staff can be approached to discuss relationship and sex issues with the students.

However, if a student makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and report to safeguarding.

Teachers will respond in a similar way if a student indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with the matter in accordance with Woodland's Meeds safeguarding procedures.

Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

Monitoring of the policy

Review of Procedure

This procedure shall be subject to a review every two years and may be changed from time to time.

Management of policy

The Governors and Headteacher has overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.