



Keelman's Way School

Relationship and Sex Education Policy (RSE)

Introduction

Schools Name: Keelman's Way School
Date policy approved by Governors:
Date policy becomes effective:
Review date Autumn 2016
Person(s) responsible for implementing and monitoring – Mrs R Ramsden
Other relevant policies – PSHE and Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality Document.
Signatures of school representatives –

Location and Dissemination

All staff members and governors receive or have access to a copy of the RSE policy. Training is delivered to staff, when appropriate, on the policy content. Several copies are available from the school office on request from parents. A statement is included within the school prospectus as well as availability to view on request within the school office.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Background Information

Keelman's Way School is a special school for pupils aged between 2 and 19, all have statements of Educational Needs linked to severe/profound or multiple learning difficulties.

Extended School facilities are on offer for a range of pupils.

Rationale and Policy statement

*The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
(Sex and Relationship Guidance, DfES 2000).*

The delivery of effective RSE is vital for our learners as it helps them to value themselves, to recognise that their body is important and gives them the power to make safe and educated choices about their own life. In doing this we hope that our learners will leave school empowered and more aware of dangers, thus reducing their vulnerability.

The delivery of RSE will be differentiated to suit the different needs and abilities of our learners but where appropriate will support them to find a balance between risk taking, protection, and support as advised by the mental capacity act of 2005.

Aims and Objectives

The aim of RSE is to deliver an appropriate programme that supports students to understand their physical and emotional development and enable them to make positive and safe decisions about their life and it is underpinned by the UN conventions Rights of the Child (see appendix 3).

- Form and maintain relationships of all kinds with peers, family members, carers and friends (Article 15)
- Understand and learn about social boundaries – what is and what is not acceptable.
- Understand the feelings they may have and how to express them appropriately.
- Know about how their bodies work and how the body changes as they grow.
- Develop the skills to recognise and reduce the risk of abuse and exploitation (Article 34 and 36).
- Develop an understanding and acceptance of diversity.
- Develop interpersonal, decision-making and assertiveness skills.
- Increase self-confidence and self-esteem.
- To encourage pupils empowerment and the development of self-advocacy.

Respecting difference and diversity

We aim to provide an environment that prohibits discrimination in education on the grounds of any of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We believe that we all benefit from an approach that recognises each learner may be at a different stage of emotional, social, physical, personal and intellectual growth and therefore pupils require their opportunities to learn to be adapted within the same curriculum.

When teaching RSE we acknowledge that individual families will have their own cultural diversity and ethos in relation to human sexuality and sexual relationships. We cannot deliver individualised moral guidance to pupils but we will ensure that our students' beliefs are respected while showing the range of views in our society. We will also offer support to parents in how best they may approach moral issues with their child if they wish.

Moral and Values Framework

The RSE programme at Keelman's Way School reflects the school ethos and demonstrates and encourages the following values:

- Respect for oneself other people
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community
- Sensitivity towards the needs and views of others
- Recognising and accepting the differences of others

Equal Opportunities Statement

Keelman's Way School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. We also recognise that some of our students may require RSE earlier than others, while other may only benefit from key elements of the course. As a result we aim to deliver a programme based on individual needs and ability rather than teaching based on age and key stage. It may also be appropriate for RSE to be taught on some occasion to single sex groups.

RSE should meet the needs of all students regardless of their sexual orientation. The school aims to deal with all related issues sensitively and without prejudice and actively seeks to deal with any homophobic bullying that may arise in a session. Any incidents will be dealt with sensitively and the school will liaise with parents on this issue (**See Anti-Bullying Policy**).

Teachers promote equality and are inclusive of diversity in all their teaching resources and strategies to create a culture which reflects and values the diversity of all pupil's experience. Resources and discussions are inclusive of different kinds of families including same sex relationships, transgender and sexual orientation.

External Visitors

National Healthy School criteria 1.7 require schools 'to involve professionals from appropriate external agencies to create specialist teams to support the delivery and improve skills and knowledge'.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in school. It must however be noted that such visits should always compliment the current programme and never substitute or replace teacher led sessions.

Keelman's Way School values the support of external agencies particularly in relation to RSE. Any external visitor delivering sessions in school will be expected to abide by an agreed code of practise and our confidentiality policy in the same way as staff (teaching and non-teaching) with the school.

Withdrawal

The DFES guidelines state that a parent has the right to remove a child from RSE lessons, except when it is part of the National Curriculum, e.g. Reproduction in Science. All parents will be asked to sign a consent form for their child to attend specified sessions (see appendix 2). If a parent wants to remove their child then they should speak to the SMT lead for RSE. This may allow the school to alleviate concerns about the lesson content or arrange alternative work. If a parent does remove a child, then the school has the obligation to provide information about the lessons being missed and ideas for other sources of support for the parent to fulfil the task of educating the child, in accordance with the DFES guidelines.

Keelman's Way School recognises that parents may have personal or religious reasons to withdraw their child from sexual health sessions. Keelman's Way School will write to each parent when required asking for consent and also to invite them to an annual health week in the summer term. This will be an opportunity for parents to raise any concerns and view the content of the sessions. After consultation with the school, should the parent still want to remove their child, alternative arrangements will be made for those lessons. Parents will also be made aware that their children cannot be removed from Biology where reproduction is part of the National Curriculum. Any parent that does remove their child will be given information on where they can find appropriate resources to educate their child at home.

Confidentiality and child protection

At the start of each session, the teacher/facilitator should make all students aware of confidentiality and when it may be broken. Due to the nature of the topic, disclosures may be made during RSE lessons. It is imperative that all members of staff involved in delivery know how to respond to such incidents.

RSE is a sensitive subject where issues may be raised that do not get discussed in other school lessons. Keelman's Way School believes that confidentiality rules should be explained in regards to these lessons. As a general rule, students will be encouraged to speak freely and confidentiality will be maintained. However, if the

teacher believes that a child is at risk or in danger then they will follow the Child Protection Policy and speak to the named co-ordinator. Students will be made aware of these guidelines before the session begins. The young person will be aware of what action has taken place and will be supported through the process. Please refer to the Confidentiality and Child Protection Policy for more details.

Assessment, monitoring and evaluation

National Healthy School Status requires that your school's relationship and sex education policy is 'implemented, monitored and evaluated for impact'. It is paramount that all processes implemented as part of the policy are monitored to ensure the effectiveness and impact on improving knowledge, skills and attitude.

Keelman's Way School will conduct regular assessment in relation to knowledge and understanding, skills, attitudes and feelings. Assessment will take place in line with the whole school policy. Assessment, recording and reporting (ARR) should be as simple as is reasonably possible and based up the teachers own judgements of the pupils' achievements, also taking into account input from other professionals, where appropriate.

Signed..... Date.....

Head Teacher

Signed..... Date.....

Chair of Governors

Spring 2018

Review Spring 2019

The delivery of RSE at Keelman's Way School

PMLD pupils

The RSE policy states that all pupils have a right to relationship and sex education. We are however aware that for some of our learners who have profound and multiple learning disabilities their access of this syllabus will be limited. The emphasis for these pupils will be being aware of their own body and ensuring that the people around them meet their needs in a safe and appropriate manner. We will continue to review and develop the RSE curriculum for these learners as it is important that we recognise and support them in their sexual development.

SLD pupils

We are aware of the huge range of different disabilities and difficulties for this group of learners and so we recognise that varying emphasis will be given to different topics depending on a particular pupil's needs. However it is felt that all learners should access lessons focused on the 3 key topic areas:

- 1. My Body**
- 2. Relationships**
- 3. Keeping safe and healthy**

These three areas allow teachers to cover a range of issues and enable them to deliver lessons suited to their learners. Teachers are encouraged to cover all three areas as part of PSHE.

Scheme of work

The following guidelines are there to act as a guide and we recognise that classroom teachers are best equipped to make overall decision about the content and delivery of their RSE lessons. Teachers also have access to the Lucinda and Godfrey resource pack.

Key Stage 1

KS 1 pupils do not have discreet RSE lessons, It is viewed that RSE will be embedded in teaching and learning through circle time activities, songs, creativity and practical activities. Although on some occasions it may be felt necessary for example hygiene, public and private.

Key Stage 2

RSE will be taught as part of the PHSE curriculum so will have an allocated timetable slot. Teachers are encouraged to cover all three topic areas appropriately. Below are some suggestions.

- My body - body parts, gender difference, body changes, self-esteem.
- Relationships with others - friends, family, professionals, understanding boundaries, developing relationships etc.
- Keeping safe and healthy - personal hygiene, public and private – especially regarding touching genitals.

Key Stage 3

It is important that pupils have consistent and regular RSE at this stage in their life in order to understand the changes that are occurring and to prepare them for their teenage and adult life. Again teachers will be expected to teach the topic areas as part of PHSE.

- My Changing body (puberty – periods, wet dreams, changes to my body parts, gender difference, self-esteem)
- Relationships how these changes (friends, family, professionals, understanding boundaries, appropriate behaviour, developing relationships, good and bad touch, consent, asserting yourself.)
- Keeping safe and healthy (personal hygiene – link with puberty, public and private – link with puberty and body awareness)

Key Stage 4

Learners will continue to develop their awareness and understanding of three main areas but it may also be felt suitable to introduce a fourth and fifth topic area:

4. Sexual expression and conception (masturbation, sexual intercourse, how babies are made)
5. Contraception and sexual health (Condoms, the pill, sexual health checks, checking breasts and testicles, smear test, menopause)

Learners will cover all 5 topic areas (if appropriate) and lessons will be aimed at helping them prepare for adult life, especially avoiding exploitation and safe and private exploration of their own body.

1. My body
2. Relationships
3. Keeping Safe and healthy
4. Sexual expressions and conception
5. Contraception and sexual health

Appendix 1

Sex education in the science curriculum covers anatomy, puberty and biological aspects of sexual reproduction. The table below outlines the programme content at Key Stage 1 and Key Stage 2.

Key Stage 1		
1	b)	That animals including humans, move feed, grow, use their senses and reproduce
2	a)	To recognise and compare the main external parts of the bodies of humans
	f)	That humans and animals can produce offspring and these grow into adults
4	a)	To recognise similarities and differences between themselves and others and treat others with sensitivity
Key Stage 2		
1	a)	That the life processes common to humans and other animals include nutrition, growth and reproduction
2	f)	About the main stages of the human life cycle

Appendix 2: RSE informed consent form/letter

Dear Sir/Madam

Re: Visit to

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

As part of the Keelman's Way School RSE programme it is sometimes more appropriate to visit external organisations and groups in order to enhance the teaching of this subject.

Keelman's Way School is planning to visit (External organisation) on (add date) during the times (Add time). The pupils should arrive back to school at approx (add time).

(Please reference the nature of the visit)

The pupils will be travelling to this venue by (add method of transport)

The named teacher that will lead the trip is (add teachers name). If you need any further information regarding the trip or on the subject matter, please call (add teachers name).

If you consent to this trip please complete and detach the slip below.

✂-----

I hereby consent/do not consent to my son/daughter to attend the planned visit to (reference organisation name).

I hereby consent/do not consent to my son/daughter being photographed during the visit.

Pupil's name	
Parent's name	
Address	
Signature	Date

Appendix 3

UN Convention on the Rights of the Child

This convention states that children and young people have the following rights, which support the provision of SRE:

- Access information that will allow them to make decisions about their health (Article 17)
- Enjoy the highest attainable health, access to health facilities, preventative care, and family planning education and services (Article 24)
- Be heard, express opinions and be involved in decision making (Article 12)
- You have the right to choose your own friends (Article 15)
- Education to help them learn, develop and reach their full potential and prepare them to be understanding and tolerant to others (Article 29)
- Not be discriminated against (Article 2)
- Protection from sexual abuse and exploitation (Article 34 and 36)

Appendix 4: References

- PSHE Association 'Producing your school's sex and relationships education policy'
- Sex Education Forum

- RSE policy (Primary and Secondary)
 - Cornwall Healthy School Programme

- Sex and Relationship education Guidance
 - DFEE – July 2000

- Taking the initiative: positive guidance on Sex and Relationship Education for Secondary School
 - Sex Education Forum Factsheet 23