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## Relationship and Sex Education.

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**Status**

Current Policy

**Agreed by Governors**

**May 2024**

**Review Cycle**

Annually

**Next Review**

May 2025

**Lead Staff**

Ivonne Puttmann

**Chair of Governing Body**

Alex Krutnik

**Headteacher**

Jane Hatwell

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## Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

### *“Getting it right for every pupil”*

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

## Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

## Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

## RSE Statement.

Relationship and Sex Education (RSE) is a statutory Government requirement and one which Stone Bay School believes to be of utmost importance in preparing our pupils for adult life. This policy is based on the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

RSE has been incorporated into the school's curriculum areas My Body and My Social Emotional Well-being. The Stone Bay Post 14 Curriculum pathways aim to design and implement services, policies and procedures that meet the diverse needs of our pupils, workforce and wider links in the community; ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

The RSE curriculum became statutory from September 2020. As a maintained school we must provide;

### Primary aged pupils

Relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the My Body curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### Secondary aged pupils

We must provide Relationship and Sex Education to all pupils as per the [Children and Social work act 2017](#).

In teaching Relationship and Sex Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 6<sup>th</sup> Form

RSE has a particular focus on preparing our pupils for life beyond school. Prior learning is reinforced, however, there is a strong emphasis on personal safety, protective behaviours, recognising different types of relationships, developing friendships/personal relationships and recognising rights and responsibilities. RSE is embedded and delivered in small ability groups, with topics being covered as the need arises or when questions are asked.

## **Aims**

- To provide a rich curriculum and learning offer that supports and nurtures the personal development of our pupils.
- To ensure our young people are empowered to take their place in society, to know their self-worth as young people with disabilities and learning difficulties and to be confident to use their personal experience and perspectives to support greater tolerance and inclusion across our society.
- To work alongside pupils to make progress with their individual EHCP outcome and provide a curriculum that embeds community, friendship, good health, communication and employability skills.
- To prepare our pupils with the skills and confidence to understand and manage personal and sexual relationships and behaviours.
- To help pupils to understand and cope with their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives.
- To prepare pupils to manage their physical and emotional changes and feelings
- To take the default position that each pupil should have the opportunity to lead and make choices when learning about relationships and sex education and that their wishes and feelings will be considered.
- To work with parents/carers/other professionals to complement their role as appropriate, including sharing information about age appropriate resources.
- To ensure there is an emphasis on values, attitudes and personal skills in relation to Relationships and Sex Education so pupils know they have choices and understand the importance of consent.
- To develop the communication skills to ask for assistance or further information when exploring key Relationship and Sex Education concepts.
- To generate an atmosphere where questions and discussions on sexual matters take place without embarrassment and to provide knowledge and information to which all pupils are entitled.
- To promote acceptable and appropriate behaviour in public and private situations.
- To take a broad and non-discriminatory stance on what constitutes a relationship and sexual behaviours
- To help pupils to minimise any possibility of the risk of exploitation, misunderstanding and abuse
- Our approach will be non-judgemental and respectful.

## ***Curriculum Content***

Given the wide range of abilities within a school for pupils with Autism and learning difficulties such as Stone Bay School, some of whom have severe and complex needs, it is

not anticipated that all of the programmes of study will be suitable for all pupils. However, they should all be able to cover a wide range of the areas of study, adapted and differentiated to their level of understanding and ability.

Our pupils are taught in mixed sex groupings for most RSE sessions although teachers may use single sex groups, small groups or 1:1 sessions as appropriate. Often the content of the lesson is better delivered on a smaller or 1:1 basis. Two members of staff should work together when dealing with any issues which could be considered sensitive or controversial.

Within subject areas there are skills taught which cover the RSE curriculum. These skills are:

#### My Body/ My Health and Well-being

- Body image including social media use and internet access.
- Personal space.
- Keeping myself safe.
- Appearance.
- Choices and personal boundaries including sexual content, pornography and exploitation.
- Naming external body parts.
- Communicate pain or discomfort.
- Changes in puberty.
- Menstrual well-being.
- What privacy means for children and young people.
- How a baby is conceived and grows.
- How a baby is born.
- What “sex” and “having sex” is.
- Contraception
- Pregnancy and miscarriage.
- Positive characteristics of healthy intermit relationships.
- My sexual health and choices.
- Sexual pressure, my rights and responsibilities
- Reproductive health and lifestyle choices.
- Fertility.
- Pregnancy choices - parenting, abortion, adoption.
- Sexually transmitted diseases.
- Health checks – breasts and testes. Including online health checks.
- Help treatment and support for sexual matters.
- Facts about menopause.

## My Social Emotional Well-being / My Friends Relationships and Community Inclusion.

- What is a family? Respecting differences in relationships and marriage.
- My friends including online friends.
- People who help me feel safe. Including online safety.
- How to make safe and positive choices for my well-being.
- When families do not feel safe or happy.
- When friendships do not feel safe or happy.
- When I feel unsafe or unsure about another person.
- Being treated with respect by others. Including online relationships.
- Healthy and stable family relationships.
- Who can help me and keep me safe.
- Boundaries with unfamiliar adults.
- How and where to get the help needed in different environments.
- How to keep asking for help until I am heard.
- Sharing online material.
- Healthy and stable relationships, rights and responsibilities.
- Seeking and giving permission in friendships. Including sharing images online.
- Boundaries in personal relationships.
- Dangers posed by others online; staying safe online and responding to adults.
- How to report abuse or concerns.
- Attraction to others.
- Your body belongs to you.

## Delivery of Relationships and Sex Education

RSE must be accessible for all pupils. This is particularly important when planning teaching for pupils with Autism, special educational needs and disabilities. At Stone Bay school teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages and ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

The aim of RSE is to increase pupil's' knowledge and understanding by providing them with age and development appropriate information to explore attitudes and values and develop skills in order to make positive decisions about their health, well-being and related behaviour. It also gives pupils a greater understanding of issues relating to personal safety and places an emphasis on pupils' awareness of personal risk and gaining an understanding of how to protect themselves using a range of strategies.

Relationship Education is statutory for Primary aged pupils and will be delivered by the class teacher and incorporated into the class topic based learning. The focus will be on building

healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Relationships and Sex Education is Statutory for KS3 & 4 will build on the knowledge acquired at primary level and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex as and when appropriate for the individual pupil.

It is vital that parents and carers and school work together to provide effective Sex and Relationship Education for all pupils.

Information about RSE topics will be made available to parents and carers through class letters and topic information.

Parents and carers will always be informed by letter prior to any talks from outside speakers on puberty, menstruation, contraception, sexual health and pregnancy/parenting.

If parents and carers have any concerns they can consult with Class teachers or The Assistant Headteachers for Primary and Secondary on any potentially sensitive issues. If requested, a more detailed outline will be made available along with samples of worksheets and videos that are to be used during the teaching.

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16.

Requests for withdrawal should be put in writing and addressed to the headteacher.

We would always encourage parents and carers to have a discussion with us about the intended teaching before coming to this decision. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as the Department for Education recognise the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught

## **Moral Framework**

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE.

- No teacher or pupil will be expected to answer personal questions.
- No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

## Teaching Strategies and Guidance for RSE

In order for pupils to develop confidence in talking, listening and thinking about sex and relationships the following strategies will be put in place:

- Ground rules will be set to help create an environment in which there are clear guidelines, e.g. what is appropriate and inappropriate during a teaching session?
- Staff should be made aware of issues that will be discussed in any given session prior to it taking place. Support should be available for staff for when sensitive issues are to be discussed as this may have an effect on their own emotional wellbeing.
- Provision should be made for the teaching of pupils for whom group sessions may not be appropriate.
- No teacher or pupil will have to answer personal questions or be forced to take part in discussions.
- If a pupil makes a disclosure that causes a staff member concern then they should follow school child protection procedures.
- Pupils will be taught the correct names for body parts and meanings of words will be explained in a sensible and factual way.
- The personal beliefs and attitudes of teachers will not influence their teaching of RSE.
- If a question raised by a pupil is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis. If necessary, this may be referred to a senior member of staff Designated Safeguarding Lead or parent for advice. Care will be taken to ensure that the pupil's self-esteem and confidence is not compromised.
- Outside services or agencies may be invited to lead sessions. Where visitors are invited to deliver aspects of the RSE programme, they will be used to support, not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme.

## Staff Training

RSE is continually reviewed and modified according to the needs of our pupils and to take account of current Government guidelines.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, protective behaviours, inclusion, equality, Prevent, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.



## **Safeguarding, Equality and Equal Opportunities Statement.**

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all pupils and staff from all social, cultural and economic backgrounds. The school will ensure that no pupil or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

### **Links to other Policies**

This Relationship and Sex Education policy is supported by, but not limited to:

- Pupil Well-Being Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE
- Healthy Schools Award
- Stone Bay Curriculum Policy
- Online Safety Policy
- Safe Touch Policy