

Independent Educational Services	Department:	Relationships Education, Relationships and Sex Education (RSE) and Health Education
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This document is a statement of the principles, aims and strategies for the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education at IES (Independent Educational Services).

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1. Rationale/Overview

Today's society means that children and young people are growing up in a world which is increasingly complex, children and young people need to know how to stay healthy and safe, as well as managing their personal and social lives in a positive way. It is fundamental for children to have confident knowledge of respectful relationships that focuses on family and friendships with understanding of health and introducing knowledge of intimate relationships and sex in secondary teaching.

This policy has been created in line with the 'Draft statutory guidance; Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019'.

What provision does our school make for those pupils withdrawn from RSE?

Parents/carers have the right to withdraw their child from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact may have on the child.



Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their child at home.

Safeguarding Children Statement

RSE may bring disclosures of safeguarding children issues and all staff are familiar with the procedure for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

Confidentiality Statement

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they talk to designated safeguarding lead.

How will our school deal with sexually explicit questions?

Our school will:

1. Answer all questions asked
2. Answer only those questions that relate directly to the agreed lesson
3. Make it clear through ground rules, that no personal questions should be asked.
4. Be prepared to modify the programme if a certain question recurs

What kind of language will be considered acceptable and appropriate for SRE lessons?

All staff will:

1. Use the correct terms for all body parts as this is deemed good practice;
2. Openly teach pupils what 'slang' words mean and that some are offensive
3. Avoid the use of any slang

What ground rules specific to RSE will our school use?

1. Respect will be shown at all time;
2. No personal questions are acceptable in RSE lessons;
3. If it perceived that anyone is at risk from harm, another adult will need to be told.
4. Strategies will be developed to ease embarrassment if it occurs.

2. Objectives

The aims of teaching relationships and sex education at IES is to ensure that students learn about:

- Different types of relationships; including friendships, family relationships, intimate relationships, dealing with strangers

- How to recognise, understanding and build healthy relationships
- Self respect and respect for others, commitment, tolerance, boundaries and consent
- How to recognise unhealthy relationships; including how relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships

RSE is embedded in the PSHE curriculum and aims to help children to develop:

1. Self-esteem and self-awareness;
2. The skills needed for successful relationships;
3. A positive attitude towards difference and diversity;
4. An understanding of their own and others' rights;
5. Emotional literacy;
6. The ability and confidence to make informed choices;
7. The knowledge, skills, understanding and attitude to optimise their health;
8. The ability and knowledge to keep themselves and other people safe by minimising risk from harm;
9. An understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well-considered decisions;
10. A discerning eye for the messages they receive from media;
11. A positive attitude towards their body and sexuality
12. The ability to access help and support

RSE give pupils accurate information about sex and relationships and allows them the opportunity to develop life skills and an individual moral framework that aims to enable them to make positive use of that information.

Why should RSE be taught?

1. In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', primary school RSE aims to counterbalance these messages by providing accurate information as part of a support programme.
2. RSE is about helping children to develop and maintain successful relationships, it is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction.
3. Primary school RSE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex.

4. Primary school RSE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children to feel more comfortable about communicating about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

What values does our school wish to promote as a moral framework within which to teach RSE?

Our school teaches RSE within the following moral and values framework, which promotes:

1. Self-respect and respect for others;
2. Empathy, mutual support and cooperation;
3. Honesty;
4. Responsibility for personal actions;
5. An awareness of the uniqueness of individuals;
6. Respect and acceptance towards others who may have different backgrounds, cultures and sexuality;
7. An awareness of not making assumptions about others;
8. The right of people to hold their own views (as long as these views do not impact negativity on the rights of others);
9. The right not to be abused or taken advantage of by other people;
10. The right to accurate information about sex and relationship issues.

3. Links to assessment

Regular assessment of learning and progress is carried out on the Bsquared online portal. It is the responsibility of all staff to complete Bsquared on a regular basis to monitor the learning and understanding. The students current Bsquared level will be available to the student in the front of their work book to give them a clear overview of their progress. Good progress is considered to be one level of improvement on Bsquared for all RSE disciplines per academic year.

Short term assessments are made during lessons by evaluating pupil's responses to oral questions and written tasks. Judgements about the achievement of learning objectives are used to inform short term planning. This is effective for both KS3 and KS4 students.

4. Spiritual, moral, social and cultural development

Whole Staff Commitment:

- ✓ That every opportunity is taken for pupils to develop their self-knowledge, self-esteem and self-confidence.
- ✓ That opportunity is given for pupils to understand the difference between right and wrong, and gain a respect for civil and criminal law.
- ✓ Pupils are made to accept responsibility for their behaviour and show initiative towards their own self-development.
- ✓ That provision is given for students to appreciate their own culture, the cultures of others and develop an understanding of the world.
- ✓ Pupils are aware of the fundamental values of British society (democracy, law, liberty, respect, responsibility and tolerance).
- ✓ That every opportunity is taken to challenge radical, and biased political and social views.
- ✓ That the safety and well-being of students is the main priority of school life and all we do. We will promote student autonomy in making informed choices regarding their health, fitness, emotional and mental well-being, as well as their relationship with their peers.
- ✓ That opportunity will be given to celebrate and build pride in personal and school achievement.
- ✓ Pupils are aware of the importance of attendance and appropriate conduct in school and employment.

RSE Commitment:

- ✓ Students will have a solid understanding of; families and people that care for them, caring friendships, respectful relationships, online relationships and being safe
- ✓ School will ensure that students feel comfortable to ask questions to avoid them turning to inappropriate sources of information
- ✓ Secondary age children will know about intimate and sexual relationships, including sexual health and be confident in where to get further advice

Protected Characteristics:

- ✓ The RSE curriculum covers topics associated to Protected Characteristics including; race, disability, sex, gender reassignment, pregnancy and maternity, marriage and civil partnership, age, religion and belief and sexual orientation
- ✓ Students are taught lessons that outline each protected characteristics and staff take every opportunity to challenge political views
- ✓ Staff are made aware of those students whom may have a protected characteristics and receive the appropriate training

- ✓ Students are made to feel safe to talk about topics regarding protected characters
- ✓ Students are given the opportunity to celebrate and build pride in their personal choices

More information on protected characteristics please see Equality Policy Statement.

5. List of textbook resources used:

- Sex Puberty and all that stuff- Jacqui Bailey
- Moving on up! - Molly Potter
- Sex and Relationship Education (Ages 7-9) - Molly Potter
- Sex and Relationship Education (Ages 9-11)- Molly Potter
- Lets talk about the Birds and the Bees- Molly Potter

6. Risk Assessment

When covering sensitive topics through this course there is high importance for staff be confident about safeguarding and how to report concerns to the Designated Safeguarding Lead or Deputy Safeguarding Officers. Staff are to follow the 'Keeping Children Safe in Education' guidelines and the IES Safeguarding Policy.

Due to the nature of SEND, some pupils are more vulnerable to exploitation and bullying. Content of the course can be differed to meet specific need of pupils at different developmental stages.

<p>Created By: Kirsty Simper and Chelsea Mallabone</p>	<p>Date: 28th May 2019</p>
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