



<b>Local Procedure Title</b>	Relationships and Sex Education
<b>Site</b>	Telford
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<b>Local Procedure Author(s)</b>	Clare Davis
<b>Local Procedure Ratification</b>	Checked and Approved by:

<b>Definition of RSE</b>
<p>Statutory guidance from 2019 outlines what should be taught in RSE          In primary schools, we want the subjects to put in place the <b>key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online</b>. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and <b>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</b>. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the <b>knowledge and capability to take care of themselves and receive support</b> if problems arise.</p>
<b>Aims of this policy</b>
<ul style="list-style-type: none"> <li>• To ensure that all students receive high quality education about Relationships &amp; Sex to keep them and others safe.</li> <li>• To enable our students, whatever the nature of their educational or emotional needs, to develop respectful and safe relationships.</li> <li>• To ensure that parents/carers and students are consulted about how RSE is delivered in our school.</li> </ul>
<b>Scope &amp; Context</b>

This document relates to other school policy and procedure, notably, Child Protection & Safeguarding policy and PSHE policy.

This procedure has regard to the Independent School Standards, Part 2 and to DfE Statutory guidance for Relationships & Sex Education. Pertinent paragraphs from *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, June 2019* are included below:

#### **Pupils with special educational needs and disabilities (SEND)**

33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND.

34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

#### **Local context**

At Telford we have a small cohort (up to 14) of students aged between 11 & 18. A variety of lived experience as well as a range of specific needs means that Relationships & Sex Education needs to be sensitively tailored to individuals, ensuring that no-one feels overwhelmed or triggered by RSE content and sessions.

#### **Delivery in the curriculum**

PSHE is a timetabled lesson for all students and RSE is planned as part of this curriculum. Whilst all teachers deliver PSHE sessions, RSE is delivered by the subject lead for PSHE. During our current review of Personal Development and the PSHE, RSE and Citizenship offer, we have planned to deliver 3 sessions of targeted RSE to all students before the end of this year. In addition, all will complete 2 sessions on e-safety before the summer break.

#### **Consultation**

This local procedure is available on the school website for stakeholders to view.

A questionnaire is emailed to parents/carers annually to gather views on the delivery of RSE to their child – see section from Headteacher’s letter below.

#### **Relationships and Sex Education**

Every school has a duty to provide clear, inclusive education about relationships and sex. This is so important in preparing our young people for a future as happy, healthy and resilient adults. I would be grateful if you could complete a quick on-line questionnaire (Microsoft Forms link below) to help us to pitch our R&S lessons in the (*insert*) term. Before these lessons are delivered, I will share more

details about the content so that you are aware of what your young person is learning. Please click and complete the questionnaire before *(insert date)*.

[Microsoft Forms](#)

The Headteacher and lead teacher for PSHE, Citizenship and RSE review the responses and use these to inform planning of an annual module of RSE to all students. The school remains responsive to an individual's need for specific information at a particular time and, if a need arises to deliver RSE content outside the planned module, this will be catered for.

Before delivery of the RSE module, the lead teacher shares a summary of content including a sample of resources used to all parents/carers. Paragraph 45 of [Relationships Education RSE and Health Education.pdf \(publishing.service.gov.uk\)](#) explains parents/carers' right to withdraw from RSE. This will be respected at our school.

### **Communication & support**

All teaching and support staff are made aware of dates for delivery and are advised to be vigilant to any associated changes in behaviour or presentation. The school has a RSE question box available for students to submit questions confidentially. These will be reviewed by the lead teacher for RSE and answered in the course of RSE or PSHE sessions. If any safeguarding concerns arise from questions asked, the usual procedures will be followed including involving parent/carers in following up on concerns.

### **Resources**

The school is committed to using high quality resources which are adapted to be accessible to all and which reflect the context of our students' lives. Our lead teacher has a wealth of experience in delivering RSE and we subscribe to the PSHE Association for access to regularly reviewed and updated resources.

### **Themes**

We intend to cover the themes below before a student moves on from our setting. Depending on age, stage and need, content will vary from recognition and understanding of key words to sharing ideas around more challenging situations which young people may face.

Friendships

Physical attraction

Respectful relationships

Puberty

Biology of Reproduction

Contraception

Sexually Transmitted Infections

Consent

Equality and Protected Characteristics

Managing relationships online – see paragraph 8 below from DfE guidance:

8. Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

### **Quality Assurance of RSE**

In the current dynamic phase of Curriculum development, the Headteacher and Deputy Headteacher review progress regularly to ensure that our offer is up to date, in line with national

requirements (see Appendix 1) and continues to meet our students' needs. Meetings with Subject Leads take place at least fortnightly. Review and quality assurance happen through scheduled learning walks, observations and book looks. [Telford QA schedule.docx](#)  
Quality of RSE provision will be assessed through collection of student voice before and after the RSE module, through scrutiny of resources prior to delivery and through annual observation of a selection of sessions.

#### **Training related to RSE**

Through the PDR process, the Headteacher identifies areas for development and ensures that teachers and teaching assistants have access to training which enhances the quality of the school's curriculum offer. [PDR Education 2023 \(1\).docx](#)

No-one is expected to deliver RSE lessons if they are not confident with the subject content. Training is available through the PSHE association and can be arranged on request.

#### **Process of review for this RSE policy**

This procedure will be reviewed annually by the lead teacher for PSHE and RSE, the Headteacher and the Operations Director.

The success of this procedure will be evidenced in  
This evidence will be scrutinised internally as well as through robust governance.

The quality and impact of this policy will also be considered externally in professionals' meetings (e.g. during consultation for placement, PEP meetings for CLA and Annual Reviews of EHCPs) which check that the curriculum offer is fit for purpose.

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**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions

