

<b>Local Procedure Title</b>	Relationships and Sexual Education
<b>Service</b>	<b>The Ribble Autism School</b>
<b>ACS Policy number and title</b>	ACS 20 Relationships and Sexual Education
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<b>Local Procedure Ratification</b>	Checked and Approved by: Lisa Sharrock

**1. Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of Relationship and Sex Education (RSE). The policy draws together National Curriculum guidelines and statutory requirements for all key stages, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development of pupils and the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those of different faiths and beliefs.

This policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy has been approved by the Headteacher following consultation with the wider teaching staff and is subject to regular annual reviews.

In teaching RSE, we must have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. The approach and delivery of RSE and Ribble Autism School also takes due regard to the Statutory guidance on relationships education, relationships and sex education (RSE) and health education (DfE Published 25 June 2019 Last updated 13 September 2021)

This document is intended for all staff and other stakeholders with classroom responsibilities, parents, the Local Authorities and Ofsted. A copy of this policy is made available for all staff (with reference to the Curriculum Policy) on the shared drive.

**2. Intent**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

In the primary phase Relationships Education will be taught.

At Ribble Autism School, the aims of Relationship and Sex education (RSE) are to:

- To fulfil our legal obligations related to RSE

## Children's Services: Local Procedure

- To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos
- Provide a framework in which sensitive discussions can take place.
- Revisit learning around puberty and give pupils an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To encourage pupils to remember what they learn to support their ongoing preparation for the future
- To ensure pupils know how to keep themselves safe and how to seek help if needed

It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, confident, resilient and empowered responsible citizens. It will prepare them for adulthood, to live a successful life.

Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. They are expected to contribute to the best of their ability, to the life of the school and the community.

This is achieved through a variety of aims, including:

- To ensure that learners will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one of deemed appropriate.
- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- To be able to understand the difference between right and wrong.
- To support learners to make informed choices about health and wellbeing matters, including emotional health.
- To inspire learners to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- To understand the concept of consent in a variety of contexts, appropriate to their age and understanding.
- To respect equality and be a productive member of a diverse community.
- For the learner to understand and recognise the risks of negative relationships, including all forms of bullying, including online encounters. How to for help and support.
- Staff should also be aware of their general responsibility for safeguarding pupils when using online or digital devices as outlined in the Online Safety Policy and with reference to the non-statutory guidance Teaching Online Safety in Schools June 2019.
- For the learners to recognise how the media TV, newspapers, magazines, celebrities can influence the choices that they may make.
- For the learners to identify and recognise how relationships can change over time.
- To support learners to recognise and manage emotions within a range of relationships.

### 3. Implementation

Teachers' planning for the Relationship Education curriculum is informed by schemes of work and the National Curriculum. The subject of Relationship Education is allocated, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through the personalised curriculums.

Staff have internal meetings throughout the year to support planning for the Relationship Education curriculum. This is directed by the subject lead. Additionally, individual meetings can also be arranged for with the subject lead for any colleague support and development.

Sessions can be taught on a pupil led basis or by being divided into clearly defined sections.

Work is adapted for each pupil to match their ability level by varying resources, activities or teaching approach.

### 4. Approaches to teaching RSE

In key stages 1 and 2 relationships education focuses on teaching fundamental building blocks and characteristics of positive and meaningful relationships, coverage includes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

RSE is taught in conjunction with PSHE, (Including SMSC, British Values) and the Science Curriculums at a level which is appropriate to the age and development of each pupil.

These areas of learning are taught within the context of family life, taking great care to ensure that there is no stigmatisation of children based on their home circumstances. Acknowledgement that families can include single-parent families, lesbian, gay, bisexual or transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The approach to the Relationship and Sex Education (RSE) at Ribble Autism School allows learners to find out more about the emotional, social and physical aspects of growing up, and relationships, in an age appropriate and sensitive way in line with their cognitive ability. It offers learners essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. All aspects are taught as part of the PSHE planned programme of study. Additional support is available from the Multi-Disciplinary Team for those learners identified as requiring 1-1 or small group support in specific areas.

Ethnic, cultural and religious beliefs will be considered at all times.

At Ribble Autism School, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

LGBTQ+ content will be fully integrated into the programmes of study for this area, at a timely point, with a sensitive and age- appropriate approach.

The Relationship and Sex Education curriculum is monitored by the Headteacher and is evaluated as part of their meetings with the subject lead.

#### **5. Cross-Curricular Links**

Content The subject of RSE is allocated, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners, the breadth and balance of the curriculum is addressed through the personalised curriculums.

Sessions can be taught on a pupil led basis or by being divided into clearly defined sections.

- PSHE: Health, relationships, well-being, family and community
- Literacy: (eg Discussions, sharing own experiences. Recording information for external accreditation. Using label(s).
- Numeracy (eg Counting days in a life cycle, months of the year, sequence stages of development).
- Science (eg Life cycles, puberty)
- Computing (eg Online reinforcement through the use of the internet, social media, YouTube etc).

#### **6. Differentiation and Adaptation**

All of our pupils have an EHCP and cater for pupils from 4-11. Pupils will work at appropriate levels for their ability, progression will be broken down to achievable steps and carefully planned to reinforce learning. Wherever it is in their best interest work will be individualised and may be delivered out of the Key Stage if this is deemed necessary.

To enable the staff at Ribble Autism School to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for RSE have been differentiated into broad descriptions of learners:

- Engagement Steps
- Progression Steps
- Primary steps

Using this personal approach, teachers can devise activities in all areas of RSE, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives.

At Ribble Autism School, the non-statutory / statutory guidance identified in the National Curriculum Programmes of Study for RSE has been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for RSE.

**7. Curriculum Planning and Schemes of work**

Curriculum planning is carried out in three phases on agreed planning formats, long term, medium term and weekly (unless agreed otherwise).

Planning is individual and includes, SCERTS, EHCP links, therapy programmes, NC links and B Squared targets.

Suggested schemes of work for Relationship & Sex Education are taught in conjunction with PSHE and Science. The schemes of work support the implementation of RSE with clear achievable goals to enable progression, continuity and subject coverage throughout the school.

**8. Right to Withdraw**

At Ribble Autism School it is acknowledged that parents have the 'right to withdraw' their child from the non-statutory/non-science components of sex education within RSE.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents, students and staff are consulted on the RSE provision through a written letter. This supports their involvement and any development on the procedure.

**9. Monitoring Learner Progress and Achievement**

At Ribble Autism School we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on B<sup>2</sup>
- External assessment leading to nationally recognised accreditation
- The monitoring and evaluation of EHCP targets, personalised curriculums and individual objects, target planning and recording
- In addition, summative information can be found through:
  - Record of Achievements
  - The Annual Review of a pupil's Education, Health and Care Plan
  - Additional supporting comments can be gathered through:
    - Regular parents' meetings, emails and calls
    - Comments and input from parents and other professionals

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by AFL and teacher observation is carried out and recorded on B-Squared (B<sup>2</sup>).

Some evidence of pupil's work is kept as a record. Photographs of displays, tasks, completed work and video clips are retained as evidence of curriculum areas and concepts undertaken.

**10. Staff Training and Development**

Teachers have weekly Curriculum Team Meetings to discuss developments within curriculum areas. This is a forum in which teachers can seek support and guidance from subject leaders, discuss the needs of individual pupils or groups of pupils and share best practice.

Subject specific training is delivered to the whole staff team according to the School's CPDL calendar or in response to specific updates in policy or procedure. This may be delivered by the subject leader, SLT or by an external provider.

Teachers and support staff are encouraged to complete training modules, provided by the government, to support subject leaders and other staff members teaching RSE. These contain:

- key knowledge and facts;
- activities and templates to help run a training session;
- guidance for difficult questions.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Training schedules can be found in the annual CPDL calendar.

Staff are made aware of any change in local policy.

#### **11. Health and Safety**

The Subject Leader for RSE has a general responsibility for the application of the Schools Safety Policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department / area of work.

All employees working within the subject area and / or phase room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions whilst at work.

#### **12. Additional Policies and references**

To be read in conjunction with the curriculum policy booklet  
PSHE policy  
Science policy  
The Education Act 1996- section 403  
Statutory guidance on relationships education, relationships and sex education (RSE) and health education (DfE Published 25 June 2019 Last updated 13 September 2021)  
The Equality Act 2010

Children's Services: Local Procedure

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions

### APPENDIX 1

#### KEY CONTENT

The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

By the end of primary school, pupils should know:

#### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.



## Children's Services: Local Procedure

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

## Children's Services: Local Procedure

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any person.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### **Sex Education**

The school delivers a sex education programme tailored to the age and the cognitive, physical and emotional maturity of the pupils.

Both boys and girls, in line with age, cognitive ability and emotional maturity are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. They will be taught the names of external body parts, about the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.