

Relationships and Sex Education Policy

Contents	Page
1. Introduction	2
2. Aims	3
3. Policy Development	3
4. Curriculum Content	4
Organisation	4
Teaching strategies	5
Assessment and monitoring	5
5. Parental Concerns and Withdrawal of Students	5
6. Issues of Confidentiality	5
7. External support agencies	6
8. See also	6

Date of last review:	February 2024	Date of next review:	February 2025
-----------------------------	---------------	-----------------------------	---------------

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Signed		Designation	Chair of Governors
Name	Janet Hall Heather Flockton	Date	February 2024

1. Introduction

Relationships Education is compulsory for all pupils receiving a primary education. Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. (Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017) These regulations also make Health Education compulsory in all schools except for independent schools.

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

What is Relationships Education?

Relationships Education aims for all pupils to develop an understanding of healthy and safe relationships of all kinds and to be able to make informed decisions.

In the primary phase, pupils learn about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Asking for support and reporting concerns
- Physical and emotional changes (appropriate to SEND)

These themes are developed further in the secondary and post 16 phases and these older pupils also learn about reproduction, sexuality and sexual health. The curriculum at RSDD does not promote early sexual activity or any particular sexual orientation.

At RSDD, Relationships and Sex Education forms part of a wider programme of Health Education, which is taught within the Personal, Social and Health Education programme, Science and computing. Aspects of sexual development and behaviour are taught in the context of a moral framework and with regard to the values of family life. The need for self-restraint, dignity and respect for others is emphasised to both sexes and students are taught the emotional, moral and physical risks of promiscuous behaviour.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

The Relationships and Sex Education programme is tailored to the age and the physical and emotional maturity of the children as set out in the National Science Curriculum. Only the biological aspects of Sex Education are taught as part of the National Science Curriculum. Relationships and safety online are taught as part of the computing curriculum.

Deaf young people can generally have poorer health than hearing people, simply because access to medical services and health information isn't routinely provided in sign language.

At RSDD we value communication in a young person's preferred language and will ensure that a young person is understood. All delivery of Relationships and Sex Education support is in a young person's preferred method of communication. There is a full time school health centre lead on site. All staff have, or are working towards, minimum Level Three British Sign Language (BSL) qualification. Children and young people can access a range of communication support needs in addition to staff, including deaf adults, relay interpreting, and interpreters.

2. Aims

The overall aims of the programme at age appropriateness are:

- To combat ignorance and to increase knowledge and understanding and provide accurate information
- To facilitate communication on sexual matters and dispel myths
- To explore a range of attitudes towards RSE and to avoid pupils being pressurised into unwanted or unprotected sexual behaviour
- To understand what consent means and factors that influence people's ability to consent
- To promote the ability to make informed decisions about personal values and to develop mutual respect
- To reduce guilt and anxiety and increase self esteem
- To promote responsible behaviour
- To combat exploitation
- To develop educational skills for future parents and carers
- To allow pupils to understand the arguments for delaying sexual activity so that pupils can understand the consequences of their actions and behave responsibly with sexual and pastoral relationships
- To allow pupils to understand the reasons for having protected sex
- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender)
- To develop the knowledge and skills to protect themselves offline and online and be aware of the implication and risks of sexting and online grooming
- To understand how to access confidential sexual health advice, support and if necessary treatment which includes their rights to have a BSL interpreter
- For pupils, parents / carers and staff have input into the curriculum based on up to date changes and innovations.

3. Policy Development

RSDD acknowledges the importance of the role of parents/carers in the development of their children's understanding of RSE. This policy has been developed in consultation with staff, CYP and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly CYP want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Curriculum Content

The main programme will be delivered through both Personal Health and Social Education (PSHE) and wellbeing lessons. In addition, certain biological aspects are delivered through Science lessons. Occasionally during a lesson which is not part of the Personal Social and Health Education programme, issues relating to sexual conduct may arise from the subject matter being taught.

The curriculum sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Learning from one area may be related to and relevant in another area which enables links to be made and reinforcement of knowledge and understanding.

Primary

- Positive relationships and friendships both online and offline
- Being kind and caring for others
- Trust, honesty and respect
- Appropriate and inappropriate contact
- Being safe including identifying and reporting concerns
- Positive emotional and mental wellbeing
- Physical and emotional changes including puberty and menstruation

Secondary and Post 16

- Positive relationships and friendships both online and offline
- Healthy and unhealthy relationships and choices including peer influence, exploitation and grooming
- Identity including sexual identity and sexual orientation
- Physical and emotional changes including puberty and menstruation
- Positive emotional and mental wellbeing including positive body image
- The importance of honesty, trustworthiness and self-respect
- The law relating to sex and consent
- Contraception and sexual health
- Abortion
- Keeping safe online including recognising risks, harmful content and reporting concerns (how to do this as a deaf person)
- Rights to a BSL/foreign language interpreter at health appointments or when reporting concerns

Organisation

RSE specific teaching is taught within PSHE/Wellbeing lessons, Citizenship/Careers lessons. Aspects will also be covered within wider areas of the curriculum e.g. computing, science lessons and RE.

PSHE focussed assemblies are delivered in each department to further enhance knowledge and allow the CYP to transfer knowledge from lessons. The school participates in national awareness days to help raise the profile both inside and outside the school community e.g. anti-bullying week, children's mental health awareness week, LGBT+ month.

All Children and Young People (CYP) are able to access the therapy team who are commissioned to work at RSDD. This is organised throughout the year in group sessions to enable the CYP to receive information delivered directly from therapists specialising in deafness. Additional days to those planned may be delivered should key issues arise throughout the year.

All CYP can access 1:1 therapy support which is coordinated by the wellbeing lead. Referrals can be made either through the CYP, parents, staff or external professionals.

Teaching strategies

- Staff delivering RSE are experienced in teaching and supporting deaf learners
- Lessons are planned, organised and taught according to the needs of the CYP and their current developmental stage
- Resources are from credible sources and adapted to meet the needs of pupils with complex special needs. Teaching and resources are sensitive, age-appropriate, developmentally appropriate and with reference to the law.
- Staff deliver sessions within their area of expertise e.g. in secondary the Science specialist teaches elements of sex education whilst the wellbeing lead delivers sessions on emotional and mental health
- All staff have the appropriate level of communication and subject specific signed vocabulary to be able to deliver sessions according to the needs of the CYP
- Learning techniques used within these lessons tend to be less paper based than many other subjects. Group work, discussion, exploring through role play and creative exercises are all used to share learning and understanding.
- Due to the potentially sensitive nature of discussions about family and CYP home circumstances etc., emphasis is placed on equality, mutual respect and understanding.
- Literacy is supported within RSE lessons, developing understanding through reading, writing and visual diagrams.
- Any resources used by visitors will be requested in advance to ensure they are appropriate and meet the intended outcomes.

Assessment and Monitoring

- There are no formal assessments used in PSHE however, there are high expectations for the quality of work as with all curriculum subjects
- CYPs progress is monitored and assessed through discussion, contributions in lessons, CYP reflections and through written activities
- PSHE Association guidance on assessment and monitoring is followed to baseline knowledge and make a judgement on individual progress
- RSDD uses classroom monitor to track knowledge and understanding, this is also used within the residential provision

5. Parental Concerns and Withdrawal of Students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National curriculum subjects or where RSE arises incidentally in other areas.

- Parents wishing to withdraw their child from sex education will be asked to do so in writing.
- The Head Teacher will discuss with parents/carers the importance of sex education prior to a final decision being made.
- The Head Teacher will take into account individual complex needs prior to making a decision.
- Should permission of withdrawal be granted, the child can be withdrawn from sex education lessons for up to 3 terms before their 16th birthday. After that, CYP can request to no longer be withdrawn.
- During the time of withdrawal from sex education lessons CYP will continue to be provided with purposeful education.

Parents have no right to withdraw from Relationships Education or Health Education.

6. Issues of Confidentiality

- School staff must always work within school guidelines.
- This policy takes full account of the school's legal obligations.

7. External support agencies

RSDD works closely with a range of organisations to support young people. These include

- [Art therapists](#)
- [Luminate Careers](#)
- [NDCAMHS](#)
- [Safe and Sound](#)
- Young person's local area support

8. Roles and Responsibilities

- **The Governing Board** will approve the RSE policy, and hold the Head Teacher to account for its implementation
- **The Head Teacher** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE
- **Staff** are responsible for: delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils, responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.
- **CYP** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Monitoring and Review

The delivery of RSE is monitored by the Deputy Head Achievement through: planned scrutinies, learning walks, faculty meetings

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Deputy Head Achievement. At every review, the policy will be approved by the Governing Board (Pupil Welfare Committee) committee and the Head Teacher.

10. See also

- [PSHE Association Programme of study for KS1-5](#)
- [Non-statutory framework for Citizenship KS 1 and 2](#)
- [Statutory Guidance - Relationships and Sex Education \(RSE\) and Health Education](#)
- Safeguarding Policy
- Sharing Information Policy
- Online Safety Policy and Procedures
- Curriculum Policy
- Equality and Diversity and Accessibility Policy
- Visitor Policy