



St Anne's School and Sixth Form College

R.S.E. Relationships and Sex Education

This policy was adopted in the Summer term 2013 and updated September 2018

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for safeguarding and is presented to the Local Education Authority and the Governing Body in the Spring term 2013, and reviewed by the Curriculum Co-ordinator in March 2013. It has since been updated by the PSHCE Co-ordinator in April 2018. It is a working document, which reflects the ethos and practice within the school in relation to Relationship and Sex Education (RSE). It has been written with due regard to the requirements of pupils and students to receive formal RSE education and is evaluated according to changes within these guidelines as and when they arise.

The policy has been reviewed and amended having regard to local and national issues relating to safeguarding of children and the expansion of the school since 2011 in the development of a growing 6th form.

RSE aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with Others and By myself. Outdoor learning opportunities are embedded in the RSE curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's.

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2. FUNDAMENTAL PRINCIPLES

The underlying principle is that all pupils and students will be offered the opportunity of receiving an appropriate, well planned programme of relationships and sex education. RSE is included within the science curriculum but also encompasses the curriculum of PSCHE and SEAL. The schools policy on child protection will apply throughout.

The RSE curriculum will:

- Develop the pupil's and student's skills at levels appropriate to each pupil/student.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences that encourage the pupil/student to interact.
- Be fully accessible to each pupil's individual needs and level of ability.
- Take into account current safeguarding issues such as E-Safety.

Through a well-designed curriculum the pupil/student will:

- Increase their self-esteem and confidence.
- Prepare to begin to cope with the physical and emotional changes involved in growing up.
- Have an understanding of human development.
- Be encouraged to have respect and consideration for others.
- Promote appropriate behaviour in both public and private situations and recognise each individual's right to privacy.
- Experience of strategies which will reduce the risk of exploitation, misunderstanding and abuse.
- Begin to learn to understand and manage their sexual feelings and behaviour.

3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to RSE.

The co-ordinator will:-

- ensure a consistent approach throughout the school
- units of work are regularly reviewed
- continuity and progression
- a common approach to assessment
- monitor record keeping
- Liaise with Senior Management to attend in-service training courses and disseminate relevant information to staff.
- Support staff and ascertain their training needs in consultation with Senior Management.
- encourage parental involvement
- reinforce appropriate hygiene practice
- collate visual aids relating to units of work
- manage, maintain and up-grade resources
- to represent the school in any suitable curriculum leader meetings
- policy is updated when necessary

4. PRACTICE

The Delivery of RSE

We will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills.

The delivery of RSE should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self-advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves.

The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again.

Pupils should be allowed to progress by building on and extending previous experiences. New experiences must be introduced at the point appropriate to the pupil.

Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in RSE. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability.

The use of ICT should be encouraged, where appropriate. The importance of E-Safety will be reinforced at key points in the delivery of RSE.

Parents will be encouraged to take part in their child's learning by the setting of shared tasks as home learning as appropriate. Parents and carers will be invited to attend parent/carer workshops to discuss the content of RSE lessons and to play a part in reinforcing the learning which takes place. Conversely, parents and carers will be able to make the decision to withdraw their child from RSE lessons, should they wish to. The RSE policy is made available to parents and carers.

HIV/Aids

Aids and HIV, sexually transmitted diseases and infections, aspects of sexual behaviour other than biological aspects now form part of the RSE programme and will be taught as deemed appropriate according to a pupil's or student's ability, parental discussion and consent.

Abuse

If for any reason staff feel that a student may have experienced abuse of any kind this will fall within the School Safeguarding Policy and will be dealt with according to the guidelines contained in this.

Pupils or students who may have experienced abuse will still be included in the RSE lessons unless this is deemed unsuitable. This aspect of this programme is to encourage students to understand what constitutes abuse, how to avoid it and what to do if this occurs. The development of this, the child's assertiveness and confidence is a central part of the RSE programme.

Lower School Key Stage 1 and 2

The pupils will follow a programme with regard to their personal capabilities. This will be through an individual programme featuring small group, 1:1 work and the use of SEAL. The outline will be as follows;

Awareness of appropriate behaviour

Self-awareness

Identifying and naming body parts

Gender: Am I a boy or a girl?

People in my life

Relationships

Making decisions and choosing

Keeping safe and saying No

Growing and changing

Emotions

Personal hygiene

Friendships

Privacy

Keeping Healthy

Menstruation (if applicable)

Upper School – Key Stage 3, 4 and 5

Work is differentiated to suit the individual at the short-term planning stage so that all pupils have parallel but appropriate learning experiences within the current programme.

Due to the nature of the RSE curriculum, materials, particularly pupil's methods of recording are differentiated to enable the pupil to get the most out of the content without causing confusion over written work and at the same time allowing maximum independence.

In Key stage 3, 4 and 5, the themes introduced in Key Stage 1 and 2 will be continued and developed and include a rolling programme of life skills. PSHCE work will be in small groups or on a 1:1 basis as appropriate.

When it is felt that pupils and students are ready they will move onto more specific work on sexuality. This could include the following;

Masturbation

Sexual intimacy and relationships

Safe sex

Sexual preference

Pregnancy and birth

Contraception

The law relating to sexual matters, e.g. the age of consent.

These more intimate topics will be taught according to the individual's needs and capabilities and after discussion, permission and involvement with parents and carers.

RSE is now embedded into the PSHCE 3 year rolling programme and will be delivered as part of an inclusive PSHCE curriculum.

Adult Learners

RSE will be delivered to students over the age of 18 and it is essential to acknowledge the key legal differences from being recognised as children to becoming adults. RSE is vital in safeguarding vulnerable adults, not just in terms of abuse or exploitation, but also in terms of preventing offending by them through a lack of understanding. It must also be clear, that students under the age of 18 can also be charged in this respect.

Planning, Recording and Assessment.

Individual assessment against identified learning outcomes is reported on in the Annual Review.

This policy will be updated when necessary by the post holder/or curriculum co-ordinator who will make recommendations and amendments in consultation with the Management Team.

Each pupil and student's level of attainment is assessed using B Squared. In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile. Pupils in the PMLD group will be assessed on their 5 areas of learning. If applicable the information will be transferred onto P level assessments.

In Key Stage 4 and 5, elements of RSE will contribute towards units of ASDAN qualifications in Personal, Social Development (PSD) and/or Personal Progress. There are also strong links to the Transition Challenge module of work. Both these qualifications are accredited within Section 96 of the new Government guidelines regarding funding.

5. RESOURCES

The needs of students with learning difficulties means that resources may need to be explicit with visual material clear and unambiguous. The school will also use the correct words for

body parts and when applicable will use anatomically correct models. All pupils are entitled to have a variety of motivating resources to encourage a careful, broad and balanced curriculum in RSE.

Whilst this is necessary the emphasis of the policy will not depart from relationships in a stable and safe environment. Parents will continue to be involved and consulted about the use of such material as part of the programme.

Resources include:

Photo packs

Relevant and current DVD's etc.

Anatomical models

Educational visitors

iPads

6. DOCUMENTATION .

Teachers will record progress for pupils and students and continually update their records. If at any time during the programme a pupil's re-action to what is being taught suggests that abuse may have occurred in his/her life further action will be taken in accordance with guidelines and procedures in the Safeguarding Children Policy.

7. SPECIAL FACILITIES

Some elements of the programme may be delivered by specialist nursing staff, who will provide different resources for the students to use but together with the teacher who has a comprehensive knowledge of all the pupils involved.

8. INSET

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator will advise staff on suitable courses and they will feedback to other staff and evaluate the course they attended.

9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss continual improvement. Additionally the school has close links with Hessle High School and other special schools in the East Riding and Hull. There will be constant liaison with those partnerships on this and other aspects of education as required.