

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

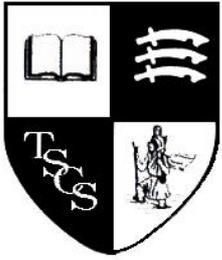
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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST – RELATIONSHIP AND SEX EDUCATION WHOLE SCHOOL POLICY

First Written: June 2011

Revised: February 2016

“Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education.” (The DfEE Sex and Relationship Guidance, 2000, p.12).

1. Introduction

Relationship and Sex Education Policy for The St. Christopher School Academy Trust.
Feb 2016

Staff responsible for the development of the policy: Alison Paveling.

In order for the policy to remain relevant it should be reviewed annually, taking into account the current demographic of the school including the;

Number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school.

Review date: February 2017.

2. Aim of the RSE curriculum:

The St. Christopher School Academy Trust strives to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life. In addition throughout the curriculum and whole school ethos strives to keep all of the learners safe. Relationship and Sex Education is not a 'stand alone' subject within the school and is encompassed in a number of cross curricular ways ensuring the behaviour and safety of our learners is paramount. RSE should be fundamental to the social, emotional and physical development of each learner in our care.

3. The Aim of this policy:

The intention of this policy is to ensure that all of the pupils at The St. Christopher School Academy Trust have the opportunity to access relevant, accurate and age appropriate RSE lessons that consider their academic and emotional ability. All pupils in the school should be accessing timetabled RSE lessons from Early Years to Post 16 ensuring that they understand their own personal, emotional and physical development, thus promoting appropriate behaviour and safety both in and outside of the school environment.



The policy should be used as a working document to inform staff, parents and any outside agencies as to how RSE should be delivered in the school.

The policy also acts as a safeguarding tool for all parties involved in the consistent delivery of RSE, signposting individuals to the correct procedures in any given situation.

4. Background information

At present the school is recognised to meet the needs of children with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, Autism and some with social emotional and behavioural difficulties. The St Christopher School also caters for Key Stage 3 pupils (age range 11-14) and Key Stage 4 pupils (age range 14-16) who have severe Autism and/ or ADHD. The school also caters for a small number of young people (maximum of 12) aged 16 – 19 who have Autistic Spectrum Disorders and/or ADHD. Many of our current pupils could be described as having “complex learning difficulties” in that they have a combination of various difficulties. At present there are 63 learners who qualify for Free school meals, 67 who qualify for Pupil premium and 4 who are Looked After Children.

The school offers a broad, balanced, yet innovative approach to ASD and ADHD, addressing the specific needs of the individuals and with reference to RSE this is extremely important, often requiring sensitive 1:1 work to be completed with learners and on some occasions working with the learner and their parents/carers.

Pupils’ backgrounds vary in, family, culture, faith, age, gender, race and ability.

The original policy was developed in line with national guidelines set out by the DfEE and was written in consultation with parents, pupils and staff as part of a wider study of RSE; their views were collected through questionnaires. The Governors have had access to the policy prior to its general publication and their views have been included thereafter. Each year the policy is reviewed and all parties concerned are made aware of significant changes.

5. National Guidelines

The Learning and Skills Act of (2000) specifically amended the Education Act of 1996 placing the responsibility of the determination of RSE strongly with the Headteacher and Governors of any school. It specifically offers guidance to school governors when dealing with the issue of RSE and states;

“School governors have a statutory responsibility for sex and relationships education (SRE) in their school” (Sex Education Forum, 2003, p.1)

The Government clearly state that when writing a policy it is necessary for all schools to have an RSE policy that has been developed in consultation with parents. The advice that the policy should reflect the parents’ wishes and the culture of the community the school serves; they specifically state that;

- “define sex and relationship education;
- describe how sex and relationships education is provided and who is responsible for providing this;
- say how sex and relationship education is monitored and evaluated;
- include information about parents’ right to withdraw and;
- be reviewed regularly.” (Sex and Relationship Guidance, 2000, p.7)

At present the legislation advises schools that parents do not have the right to withdraw their children from RSE when it is being conducted under the National Science curriculum; however they do have the right to withdraw their child from RSE lessons conducted under the PSHE framework.

The sex and relationships education support for school governors (2003), clearly advocates the importance of the holistic development of the RSE policy by suggesting the involvement of the whole school community, ensuring withdrawals are rare.

At present it is also recommended by The Sexual Guidelines (2000) that, Sex and Relationship education should be supported by a wider curriculum for personal, social and health education. It goes on to discuss that RSE delivered in this wider PSHE context it will enable young people to develop their knowledge of Sex Education through the understanding of relationships and experiences in adult life.

The guidance also promotes that the main areas that RSE should be taught under should be attitudes and values, personal and social skills and knowledge and understanding. These are areas that again consider the individual needs of any student participating in RSE at an appropriate level.

The current white paper entitled, 'The Importance of Teaching' (2010) cited in an FPA article also stated the importance of the children's need for;

"...high quality sex and relationships education so that they can make informed choices." (FPA, 2010, p. 1)

A more updated guidance for well-developed and meaningful RSE has been published in a document entitled: ***Sex and relationships education (SRE) for the 21st century*** and demonstrates the rights of a young person to understand both the emotional and physical changes they will undergo as they enter adulthood.

They state the following reasons why good quality RSE is an essential part of the school curriculum in safeguarding young people and respecting their human rights:

- *Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.*
- *Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.*
- *SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships*
- *Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.*

6. What RSE is at The St. Christopher School?

At present RSE at The St. Christopher School is a holistic approach to personal development that begins in Early Years promoting social skills and positive self-image, self-worth and the development of positive friendships that will lead to the learners building the skills to form healthy and safe relationships. In addition the issues of personal safety should begin to be addressed and this should include emotional well-being and all aspects of family and extended issues that affect relationships e.g. sharing and gender stereotyping. This should in fact be the basis of all the RSE work that is completed in the subsequent Key Stages.

More specific work about body changes should begin in Key Stage 2 and the emotional and physical development of both boys and girls should be addressed, more specifically; puberty, feelings and personal hygiene. In some cases the work addressing different types of relationships could begin. In addition where development and understanding is appropriate the NSPCC Pants campaign should be used and the E safety resources about online safety and nude selfies.

Throughout Key Stage 3 the work on puberty should continue and specific issues raised may include; wet dreams, erections, menstrual cycles, masturbation, public and private space and positive body image. In some instances work will begin about the law, contraception and responsible choice, which should include work based around the issues of alcohol and drug misuse and personal safety. More specific lessons should be developed around current e safety issues particularly addressing various forms of grooming, sexual abuse and online safety. In addition work completed around both the physical and emotional development of a sexual relationship should be addressed and different types of relationships explored. All of this work should build upon the work developed in the earlier key stages.

In Key Stage 4 pupils will build upon prior knowledge and their work will specifically include understanding approaches to different types of sexual relationships, gender stereotypes, sexual orientation, and the understanding of STIs and contraception, abortion and parenting. During these two years learners will have further time to develop an understanding of responsible choice including e – safety, drug and alcohol misuse and the development positive body image, self- worth and emotional wellbeing and safety.

During each key stage individual understanding should be taken into consideration and work should be approached and developed in a sensitive way measured by the understanding and needs of the group. In addition RSE should be accessible to all Learners at the school even if personalised learning needs to take place, for example if pupils in the ARB need one to one work tailored to a level they understand.

The correct names for body parts should be used at all times to ensure safeguarding and consistency is adhered to.

All work delivered will be considered within the moral and ethical framework of the school.

7. Resources:

The resources used in RSE lessons will be eclectic and adapted to suit the need of the groups.

Specific schemes used throughout the school are Yasmine and Tom and the BBC Sex and Relationship Education scheme which cover the following topics in varying degrees:

- **Body knowledge.**
- **Sexual body parts.**
- **Life cycles.**
- **Puberty.**
- **Periods**
- **Wet dreams.**
- **Different types of relationships.**
- **Gender and Gender stereotypes.**
- **Sexuality.**
- **Different families.**
- **E safety.**
- **Positive body image.**
- **Responsible choice.**

7. Partnerships

The development of this policy was originally completed in partnership with parents, pupils, staff and Governors.

Originally the staff, parent and pupil views were collated through the use of a questionnaire that was part of a more extensive study and statistics were compared to those nationally. The views of all parties were then taken into consideration during the development of this policy and shared accordingly.

The governor's involvement took place during a separate meeting when the policy was discussed and approved. Governors were presented with the main findings of the questionnaire.

In the subsequent years the policy is regularly reviewed and updated and is available for the parents/carers to see online. In addition parents and carers are offered an opportunity annually to come in and discuss the content of RSE. Additional conversations happen during Parents News and Views and Parents evenings.

An awareness of any changes made to the policy and procedure of RSE at the school is always shared with staff at meetings and discussed openly.

8. Moral Framework

Within the moral framework of the school the delivery of the RSE will be promoted holistically taking into account individuals' well-being. It will also be promoted within the realms of factual information that is current, accurate and relevant to its audience. All such work will take place within the area of promoting emotional well-being and personal safety.

Parents will always be informed before RSE lessons take place and will have full access to the content of the lessons. If RSE is being delivered under the PSHCE framework parents still have the right to withdraw their child, in these instances the school should be sensitive to parental and pupil needs and offer an open forum to help overcome the specific issues raised.

All cultural, religious and ethical issues will be considered in relation to the topics covered in RSE and parents are always welcome to discuss issues openly at the school.

All parties delivering RSE should have formal training to ensure they are delivering accurate and well balanced information.

9. Inclusion

When delivering RSE consideration should be given to: Equal opportunities, background, culture, faith, family circumstances, SEN, EAL, difference and diversity, discrimination, bullying, gender, race, religion, sexuality, ability, disability and appearance.

In addition all pupils at the school will receive RSE at a level that is appropriate to them.

10. Links to other Policies

The development of this policy has particular links to other policies within the school including:

- Equality and Diversity
- PSHCE
- Science
- Safeguarding and confidentiality
- Curriculum
- Safe touch
- Behaviour and Anti – Bullying.

- Drug and Alcohol.
- E safety.

11. Safeguarding

When delivering such a sensitive topic consideration should be given to the safeguarding of every child and staff member in the school.

Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy.

When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances ensuring the pupils feel safe when dealing with sensitive topics. If a pupil is experiencing any sort of intense therapy related to sensitive issues covered in the lessons then it may be necessary to have sensitive conversation with parents and carers and on occasions withdraw the learner from some of the lessons and support them in an alternative way.

Additionally consideration should be given to staff if they disclose any sensitive issues that are personal to them and be sign posted to the appropriate services and support.

12. Training

All staff planning and delivering RSE lessons should have some formal training and guidance. Staff supporting such lessons should be guided by the trained staff to ensure consistency takes place.

RSE inset training or updates will be delivered to all staff annually within the school.

13. Organisation

The organisation and content of RSE will be guided by the PSHE Association Framework and will be assessed under the b squared framework and additional assessment tools developed within the school. The schemes of work will be developed by the PSHCE co-ordinators at the school and may dovetail where appropriate with the Science schemes of work to ensure consolidation and understanding.

RSE should be taught for at least half a term in the Primary school and is always taught for a whole term in the Secondary school under the PSHCE umbrella.

The resources used will be chosen accordingly to the age, ability and emotional understanding of the pupils and assessment of prior attainment will be considered here. All resources will be current and relevant.

The topics taught in RSE have been specified in section 5.

14. Teaching

As stated in section 11 the teaching of RSE will be done by trained staff.

The issue of whether RSE is taught in mixed or single sex groups will be determined by the teacher when considering the topics raised and the emotional well-being of the current demographic of pupils.

At present no outside agencies will be used to deliver RSE as feedback from the questionnaires suggested that parents felt it important the person delivering RSE should be very familiar with their child's needs. Outside agencies should still be used for consultation purposes to help ensure current issues are addressed.

15. Monitoring and Assessing

The delivery of RSE in the school will be monitored by the PSHCE co-ordinator, this will take place through:

- Discussion.
- Teacher self-assessment.
- Staff/ peer assessment.
- Pupil assessment of staff.
- CPD observations and inset observations.
- Cross moderation.
- Monitoring of pupils progress through B squared, the Yasmine and Tom assessment tool and observation.
- Evaluation of lessons by staff and pupils.
- Informal assessment.
- Evidence collecting and annotation.

These assessment and monitoring methods will ensure a good standard of practice is being maintained throughout the school, enhancing pupil progress.

Parents will have access to pupil progress in PSHCE and RSE through the B squared programme presented to them at Annual Reviews and in the end of year reports.

16. Specific Issues

When delivering RSE lessons one may experience specific issues such as:

- Sexually explicit questioning.
- Inappropriate behaviour.
- Safeguarding issues based around disclosure, which may include FGM, grooming and E safety.
- Parental withdrawal.

These issues should be dealt with according to the specific situation and if a member of staff is unable to deal with the situation they should seek advice and assistance from a staff member senior to them.

When dealing with specific spontaneous questions it is important that the pupil feels that their question is valued and taken seriously. If any staff member is not sure how to answer to a question or it raises safeguarding issues the answer to the question should be delayed but not ignored.

In the same way inappropriate behaviour in lessons can be pre-empted by setting clear classroom boundaries within such sensitive lessons, ensuring all parties are considered and respected.

Any safeguarding issues raised should be dealt with as highlighted in section 10.

Discussions based around learners sexuality and gender assignment / reassignment and questioning should also be dealt with sensitively and reference to specific procedures in supporting these young learners is described in the Equality and Diversity policy.

Parental withdrawal during RSE lessons conducted as part of the PSHCE framework is down to the discretion of the parent. However, open dialogue with parents and considered discussion may help in overcoming these issues. Parental involvement in the development and content of RSE should be reviewed annually ensuring views are valued and relevant.

ALISON PAVELING
2016

First Adopted by the Governing Body at the meeting on: 15 June 2011
To be reviewed: February 2018