

**TORFIELD AND SAXON MOUNT
ACADEMY TRUST**

**TORFIELD AND
SAXON MOUNT
RELATIONSHIPS and
SEX
EDUCATION POLICY**

REVIEWED February 2019

1. Content

Relationship and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support self acceptance and respect.

RSE is firmly rooted in our schools' Personal, Social and Health Education (PSHE) and Citizenship curriculum and is also delivered as part of other curriculum areas such as Science and R.E. This Policy links and is referred to in other school policies such as the Discipline and Anti-Bullying Policy, Behaviour Policy, Equality Policy and Health and Safety Policy and Safeguarding Policy.

2. Aims and Objectives of Relationship and Sex Education

RSE supports and promotes our students "spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life".
(From section 351 of the Education Reform Act 1996; the two broad aims for the school curriculum).

At Saxon Mount School and Torfield School RSE is underpinned by the ethos and values of our schools and we uphold it as an entitlement for all pupils. We recognise the need to work as a whole academy trust to ensure a shared view of RSE and to deliver an effective programme that meets the needs of our pupils.

Aims of the Schools

The Governors and Staff of the schools are agreed that a main aim of each school should be to help each pupil to realise his or her potential, whilst being mindful of the fact that all our children have special educational needs:

Our aims in this policy are to:

- Promote pupil's self-esteem, self-reliance and personal responsibility to prepare them for a fulfilling adult life.
- Promote their independence so that they have access to further education and employment.
- Promote participation in the local community
- Foster regular contact with parents and carers.
- Ensure equality of opportunity and preparation for life in modern Britain.
- To learn about the responsibilities of parenthood.
- To understand the possible impact of risk-taking behaviour such as drinking or drug taking on sexual health.

- To learn about school-based, local and national sources of confidential information, advice and treatment.

3. The Sex and Relationship Education Curriculum

RSE is firmly rooted in our schools' Personal, Social and Health Education (PSHE) or Citizenship curriculum and is delivered through four inter-related strands:

- Developing confidence and responsibility and making the most of students' abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle and, at KS2, 3 and 4, understanding the physical changes that occur and reproduction.
- Developing good relationships and respecting the differences between people.

In line with DFE statutory guidance, RSE lessons are tailored to the age and the physical and emotional maturity of the children. RSE ensures that both boys and girls know about puberty and how a baby is born. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem. A graduated, age-appropriate programme of sex and relationship education leads to a transition year 6 RSE programme which supports pupils' ongoing emotional and physical development. In the secondary years, RSE is further developed within a broader base of self-esteem and responsibility for the consequences of one's actions.

4. The Organisation of Sex and Relationship Education

Co-ordinator

RSE is co-ordinated by the Assistant Headteacher for Safeguarding. At Torfield this is in partnership with the PSHE co-ordinator and class teams and at Saxon Mount it is in partnership with the relevant teaching and support staff. The Assistant Headteacher in each school, who is responsible for the overall planning, implementing and reviewing of the programme and monitoring delivery of content.

The PSHE co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE .

Staffing

At Saxon Mount, the HLTA delivers the curriculum to most groups in K.S.3. The HLTA, with the school nurse, delivers a 'Safe Around Sex' complimentary

programme, targeting our most socially vulnerable pupils. At KS 4 RSE can be delivered through the PSD curriculum.

At Torfield, KS2 class teachers teach RSE as part of PSHE. In the Early Years, KS1 and KS2, the class teachers teach the early stages of RSE through the Foundation Stage curriculum and science curriculum.

Role of Governors

The Directors have delegated responsibility for monitoring this policy to the AAB. The Heads of School monitor the implementations of this Policy.

Special Education Needs and Learning Difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties but we will aim to ensure that all pupils are properly included in RSE .

As special schools, staff will plan their work in different ways in order to meet the individual needs of students with SEN or learning difficulties. Differentiated work, active learning methods will be used to do this.

Religion and Ethnicity

We accept that pupils and adults in the school may hold different religious and cultural beliefs about RSE . We will encourage consultation and discussion with students, parents and community leaders to ensure that we consider cultural and religious needs in the development and review of our RSE Policy and programme. We will encourage a sense of inclusion.

Parents and Carers

Parents / carers will be informed by letter of the content of RSE lessons, and we respect their right to withdraw their children from RSE lessons which contain content additional to PSHE or Science requirements around knowledge of reproduction.

Consultation with pupils.

Where appropriate, we will consult pupils during lesson time and at school council meetings on issues that they would like to cover and we will provide opportunities for them to evaluate lessons, resources and teaching methods.

Recording and Assessment, Monitoring and Evaluating

Lesson content and delivery will be monitored and assessed as part of the school's' Policy on Assessment and monitoring. Pupils can be involved in evaluating the programme through focus groups and end of unit questionnaires. Pupil progress is assessed and is reported to parents.

Specific Issues

We recognise that some aspects of RSE may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community and those staff delivering the RSE programme are expected to work within our agreed framework as described by this policy and supported by current legislation and guidelines. Teachers will be offered support and training to deliver the programme sensitively and effectively.

Material and content will need to be modified in some cases to ensure pupils with complex needs such as autism are able to access the content of the RSE curriculum.

We are aware that cultural diversity will need to be taken into account when delivering RSE .

Implementation of Policy

This Policy will be implemented and delivered by the designated staff and a summary will be included in the School Prospectus.

Policy Development Process, Monitoring and Review

The review and monitoring of the Policy will be the responsibility of the Assistant Headteacher Co-ordinator and a member of the senior leadership team and will include:

- Review of current planning and guidance
- Liaison with relevant class teachers
- Classroom observation in line with curriculum areas

This policy is monitored on a day-to-day basis by the Head of School at each school, who will report to Governors about the effectiveness of the policy on request.

This policy takes into account the changes implemented in July 2018 DFE following the draft statutory guidance relating to RSE and section 34 of the Children and Social Work Act 2017

The Policy will be reviewed in 2 years in Jan 2021

Chair of AAB on behalf of Directors.....

Date.....

Executive Headteacher.....

Date.....