

# Relationships & Sex Education Policy (Secondary) – appendix

Yeoman Park Academy

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## **1 Introduction**

At Yeoman Park Academy for our Secondary and Post 16 students, we believe that a well-designed Relationships, Sex and Health Education Curriculum is essential to enabling students to learn the responsibilities inherent in relationships and the importance of family. We believe it is essential that the students develop the knowledge and understanding of happy and safe relationships, in order to allow them to develop secure relationships in school and in the wider community.

The planned provision of Yeoman Park Academy allows for the healthy social and emotional development of students, enabling them to develop their own sense of identity and a place in the world. Not only does it involve the acquisition of facts and knowledge (which should be relevant, topical, and differentiated for age and learning ability); it involves the development of values that help pupils to build self-esteem and positive attitudes to themselves and others. Enabling pupils to develop skills is also crucial in helping them to interact with other people and make informed choices.

## **2 What is Relationships and Sex Education?**

Relationship and Sex Education (RSE) is part of the broad and balanced curriculum and entails learning about the processes of physical, moral and emotional development. Within it the advantages and importance of family life, stable and loving relationships (including marriage), respect, love and care. Sex education is addressed as appropriate dependent upon needs and development levels of the student. Parent/Carers will be consulted prior to any sessions related to sex education. The curriculum will be sensitive to the diversity within religion and different cultures. Matters regarding sexual health and pregnancy are also taught. The Relationships and Sex Education curriculum will be made relevant by being informed by current national and local data. Teachers of RSE will be advised through Continual Professional Development.

## **3 Values and Ethos**

The governors, parents and staff believe that sex and relationship education should be taught in a sensitive and caring way. We value all as individuals, worthy of dignity and respect, in order to build self-esteem. We expect other learning to be enhanced by the increased self-esteem and

confidence, which a network of secure relationships can bring about. Our aim is to teach our pupils how to behave responsibly and how to avoid exploitation. We aim to ensure that relationship and sex education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

## **4 Roles and Responsibilities**

The co-ordinator will, as part of his/her role:

- Provide a sound body of knowledge
- Provide support to other members of staff
- Provide support to parents
- Co-ordinate and update effective use of resources
- Update school policy and practice, as and when necessary, in line with County and National guidelines.
- To develop the Governor's awareness and understanding of the school's RSE policy and its implications.

## **5 Legislation**

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2022)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

## **6 Curriculum Design**

The subjects taught for students aged 11 to 18 are as follows, the resources used and delivery of these subjects will be tailored to ensure they are made accessible for their individual stage of learning and development whilst making them appropriate to their age.

Also, see curriculum road map document and outcomes document

### **Relationships and Sex Education (RSE)**

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health (When this subject will be taught will be defined by students individual levels of understanding and according to sexual awareness and sexual health needs)

### **Health Education (HE)**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **7 How these subjects are intended to be taught to our students with profound and multiple and complex learning needs**

The developmental age and stage of our students mean the subjects outlined in the curriculum form part of our teaching of the personal social and emotional and science learning activities experiences as well as being part of daily routines and staying healthy. These are all part of our current broad and balanced curriculum.

For some of our students that are beginning to experience body changes associated with entering stages of puberty there will be support delivered in a sensitive manner to enable them to cope with and understand the changes that are happening to them. Where these students also have the cognitive understanding and seek answers to questions about these changes, a bespoke teaching and learning package will be compiled and staff will consult with parents and with agreement from them on the most appropriate support and personalised learning for their child's needs. This will be on a case-by-case basis and in discussion with parents.

For some of the older students as part of their preparing for adulthood there will be discreet bespoke lessons taught and these will be personalised to individuals needs and delivered at an appropriate level and using age and developmental stage appropriate resources.

## **8 Safe Practice**

We aim to create a safe and secure environment for the teaching and learning of all aspects of the RSE curriculum. Teachers will deliver the RSE curriculum in a way that allows students to explore varying viewpoints by ensuring that all information is unbiased and impartial.

It is essential that when teaching RSE, the students access the curriculum that is suited to their individual and developmental needs and their level of understanding, whatever their chronological age. To ensure students are accessing the correct areas of the curriculum, thorough assessments will be carried out and the RSE co-ordinator and senior leadership team, will check the quality and content of each subject area. Parents will be informed of the content of each topic.

## **9 Safeguarding**

Should any topic be raised by a student that is not part of the lesson, the member of teaching staff will discuss this with the student outside of the lesson time. If there are any concerns for the student safety, the safeguarding team will be informed immediately, and other organisations contacted if it was felt necessary.

The RSE guidance highlights the importance of making links with other health, and other appropriate specialist services. Where appropriate, it is important that students have opportunities to generalise their knowledge and skills within the wider community, with support given as necessary. These agencies can provide help with planning the curriculum, assist in teaching programmes in the classroom, provide access for visits out of school and help with the delivery of the RSE programme by working alongside the teachers. Visitor and external agencies that support the delivery of RSE will be aware of the schools Safeguarding policy, Keeping Children Safe in Education – Statutory Safeguarding Guidance (2022) and the school's RSE policy. Parents will also be informed of any visitors or external agencies supporting the delivery of RSE.

Keeping children safe whilst online is a concern for both school and parents and within the curriculum, guidance will be outlined about how to appropriately access online content, the dangers and where to seek advice when concerns arise.

Through the delivery of the RSHE curriculum at Yeoman Park Academy, we recognise the importance of supporting our students to be safe as they develop awareness of themselves and others, and as they develop relationships with family, care givers and friends in relation to what is appropriate contact and inappropriate contact in addition to this students will be supported to recognise Harmful Sexual Behaviour's (HSB). HSB can occur online and/or face-to-face and can occur simultaneously between them both, both the ages and stages of development of the children are critical factors. Students will be taught to follow the NSPCC 'Talk PANTS' initiative (where appropriate).

As your child grows older and enters the stages of puberty, they will need support to manage the changes that are happening to their body. Where a student has the cognitive understanding of what is happening, information they seek to help them understand about their bodies will be sensitively taught e.g. in relation to them understanding body parts that are private, what private means, what is a private and public place and what can be done in a private and public place.

We also need to give older students information to keep them safe as they prepare for adulthood. For some that will go on to have intimate relationships as an adult they will need to know how to make right choices and to understand what makes a positive and safe relationship within the complexities that society may present for them.

## **10 Parents Right to Withdraw**

Parents and Carers will have access to the RSE policy on the website as well as been given information as to the content of a Relationships and Sex Education programme before it begins. Parents will be informed of the content of the following terms RSE content. This will include an invitation to discuss any concerns they may have with the teachers and the opportunity to preview resources etc.

Parents will be reassured that the focus of Relationships and Sex Education at the Yeoman Park Academy is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction where appropriate to the student, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers may withdraw their children from all or part of the Relationships and Sex Education provided at school – except for those parts included in the statutory National Curriculum. Parents do not have the right to withdraw from the Relationships and Health Education parts of the RSHE curriculum, as it is important that they are taught topics covering relationships, friendships and how to stay safe. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Yeoman Park Academy wish to encourage a mutually supportive home-school liaison whenever possible and believes confidently in the appropriateness and importance of the RSHE curriculum for all students.

## **11 Resources**

High quality resources will be used to support our RSHE provision and will be reviewed each academic year following a thorough scrutiny of the effectiveness of the resources and suitability for the students. When learning about bodies and how they change, the resources used will be as lifelike as possible to allow the children with complex needs a clearer understanding of them in reference to their own bodies.



Those resources include, but are not limited to: photos, videos, cartoons, social stories, comic strip conversations, anatomically accurate figures and dummies. All resources are checked to ensure that they reflect different family structures, cultures and are not gender stereotypical.

## **12 Monitoring and Assessment**

The RSHE co-ordinator will monitor planning, teaching, evidence of student's achievements, assessment, and recording. Termly monitoring may be through communication with class teachers, lesson observation, sampling students' evidence and evaluation of planning. Internal moderation and external moderation will take place twice yearly as part of the PSED subject. Evidence of monitoring will be kept within the RSHE co-ordinators files and moderation folder. Achievements and assessments will be shared with parents twice a year during parents evening, annually during EHCP reviews and where appropriate, termly using B squared assessment software.