



Rosebank School

Learning together, celebrating success

RSE Policy

DATE OF THIS POLICY:	May 2023
Ratified by governors:	May 2023
Frequency of update:	Every 2 years
Due for revision:	May 2025
Person responsible:	Tracy Erasmus

The next revision date is:

Review Date	Changes Made	By Whom
15 May 2023	Change from following PSHE Association Planning Framework to following Twinkl Life Scheme of Work	Tracy Erasmus
15 May 2023	Change from following a 3 year rolling programme to a four year rolling programme	Tracy Erasmus
15 May 2023	Amended Topics slightly to reflect those in the DfE RSE and Health Education Statutory Guidance	Tracy Erasmus

ROSEBANK SCHOOL

SEX AND RELATIONSHIPS POLICY

INTRODUCTION

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in the curriculum and how it is delivered.

In addition, this policy also covers our approach to Sex Education. Sex Education is no longer compulsory in primary schools. However, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born.

Therefore, Sex Education – that goes beyond the requirements of Relationships Education and the National Curriculum for Science – is taught at Rosebank School and included in this policy in order to support pupils' ongoing emotional and physical development and their transition to secondary school.

RATIONALE AND ETHOS

Relationships Education, Relationships and Sex Education and Health Education must be accessible for all pupils. Relationships Education and Sex Education are particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs and /or Learning Disabilities. Rosebank School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Rosebank School therefore endeavours to deliver high quality teaching that is differentiated, personalised, sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Content is tailored to meet the specific needs of individual and pupils at different developmental and communication stages.

Rosebank School takes into consideration the Preparing for Adulthood outcomes as set out in the SEND Code of Practice supporting pupils towards greater independence, employability and participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community and being as healthy as possible in adult life

LEGISLATION AND GUIDANCE

This RSE Policy has been written to ensure Rosebank Special School meets the requirements of the National Curriculum 2014 for Science and the Statutory Framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadbased curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'.

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Rosebank Special School, both Relationships Education and Sex Education are taught through the implementation of Twinkl Life PSHE Scheme of Work (which is fully in line with the PSHE Association Programme of Study), the Zones of Regulation Program and The No Outsiders Programme of Study.

CURRICULUM DESIGN

Relationships

The Relationships strand of Rosebank School's programme of study for PSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is taught as part of a four year rolling programme and topics include:

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful Relationships*
- *Online Relationships*
- *Being Safe*

The Relationship Strand of the Rosebank's PSHE Curriculum intends to teach pupils how to take turns, how to treat each other with kindness and consideration, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy. Relationships education at Rosebank School covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. The inclusive curriculum recognises that families of many forms provide a nurturing environment, including single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers.

The features of healthy relationships are explored through a range of contexts, enabling pupils to form a strong, early understanding of relationships that are likely to lead to happiness and security, as well as the ability to recognise less positive

relationships.

Through the Relationships strand of the school's programme of study for PSHE, pupils learn from an early age that there are many different types of family and that the term 'relationship' may refer to two people of the same or different gender, ethnicity, race, religion/belief or ability. Promotion of – or discrimination towards – any type of relationship shall not occur.

The principles of positive relationships apply in any context, so children at Rosebank School are taught to apply learning about behaviour and safety both online and offline.

Sex Education

Sex Education at Rosebank School is taught as a discrete subject to children in the following year groups:

Year 5	Year 6
Lessons focus on: <ul style="list-style-type: none">• Differences between the male and female body• The adolescent body, puberty and the reasons for change• Personal hygiene• Menstruation	Lessons focus on: <ul style="list-style-type: none">• Changing bodies• Coping with changing emotions and relationships• Different relationships – friendly, loving and sexual• Conception and birth• Sexuality and gender

On some occasions, pupils are given opportunities to discuss specific issues related to puberty in single sex groups, however classes are not routinely separated by gender for Rosebank School's PSHE programme – including Sex Education lessons in Year 5 and Year 6 – as it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children learn to talk openly without embarrassment in front of each other, breaking down gender stereotypes and building positive relationships and respect for each other, regardless of gender. This also ensures that any non-binary or transgender children are included without feeling vulnerable.

SAFE AND EFFECTIVE PRACTICE

PSHE, including RSE is delivered confidently and effectively using a number of teaching strategies including:

- *Ground rules: A set of ground rules to help teachers create a safe environment in which they don't feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. This will be developed within in each class group taking into account pupils social, emotional and communication needs.*
- *Distancing Techniques: Teachers will avoid embarrassment and protect pupils privacy by always depersonalising discussions through role plays, case studies, invented characters, appropriate videos and project learning.*
- *Dealing with Questions: Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. This can be established through Ground Rules, referring pupils to the family liaison officer, answering*

questions on an individual basis using a "park it" methodology and raising any concerns through Rosebank Special School's Safeguarding Policy

- *Project Learning: Pupils may take part in a structured activities, working in groups, circle time, case studies and teachers may provide factual information in written and symbol format for pupils to keep for future reference.*
- *Reflection: Reflection is used to support pupils to consolidate what they have learned and to form new understanding, skills and attitudes. This may be done through the appropriate use of questions.*

All staff will be supported through training, access to appropriate PSHE Association Approved resources, Autism Education Trust Resources such as Tools for Teachers and Zones of Regulation Resources.

SAFEGUARDING

Teachers are aware that effective PSHE and RSE, which brings and understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such a disclosure occurs teachers will consult with the designated safeguarding lead and record the disclosure following Rosebank Special School's Safeguarding Policy. In addition, all staff are required to read "Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges on an Annual basis.

RIGHT TO WITHDRAW

Relationships Education

The statutory guidance for Relationships Education and Health Education came into effect in all primary schools from 2020, including academies, free schools and independent schools. In Primary Education from September 2020, parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Sex Education

Parents/carers have the right to request that their child be withdrawn from some – or all – of Sex Education. Before a request is granted, however, parents/carers will meet with the Headteacher to share their concerns. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education lessons. It must be noted, however, that the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction are covered within the National Curriculum for Science and/or Relationships Education, which there is no right to withdraw from.

Lesson plans and resources for all Relationship and Sex Education lessons can be made available on request.

MONITORING, REPORTING AND EVALUATION

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Formal Assessment will be completed using The AET Autism Progression Framework and recorded on Onwards and Upwards. The AET Progression Framework is a comprehensive interactive assessment tool for children and young people on the autism spectrum in

mainstream or specialist early years, schools and post 16 settings. It is designed to support staff in identifying learning priorities and measuring progress in areas that relate closely to autism 'differences' as identified within other AET materials and the impact of these on pupils' social, emotional, independence and learning needs.