

Relationships and Sex Education Policy

<i>Date Written:</i>	<i>January 2024</i>
<i>To be Reviewed in 4 years:</i>	<i>January 2026</i>
<i>The person responsible for monitoring this policy statement and monitoring and evaluating its implementation is:</i>	<i>Miss K Thelwell – PSHE & Citizenship Co-Ordinator</i>

Intent

Relationships and sex education (RSE) is compulsory in all schools across England. It is lifelong learning about friendships, family values, mutual respect personal and online safety, and sexual health. RSE supports children and young people’s personal development including their spiritual, moral, social and cultural development. It supports children and young people to in preparing them to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will help to enable them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

The aims of relationships and sex education (RSE) at Greenbank School are to:

- Provide a framework in which sensitive discussions can take place.
- Develop our students’ understanding of puberty, how this relates to their physical and sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of diversity and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Enable students to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes.

All students will begin to show awareness of their own identity and the differences between themselves and others. They will use the correct names to identify body parts and recognise the importance of keeping some body parts private. They will be able to identify common features of family life and be able to identify people who care for them and what they do to help them feel cared for. They will be able to identify aspects of friendships and with support may establish and maintain friendships of their own. With support they will also identify negative aspects of relationships and how to ask for help if they feel unhappy. Students and families may be supported by close support from familiar staff, Short Term Targets linked to individual EHCP plans, Positive Behaviour Support Plans and visual intervention strategies.

Most students will recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). With support they will recognise that people may be attracted to someone emotionally, romantically and sexually and that people can be attracted to people of the same or opposite sex. With support they will begin recognise aspects of healthy and unhealthy relationships and how to seek help or advice. They will identify what is kind and unkind behaviour, and how this can affect themselves and others. With support, they will show an awareness of situations they feel uncomfortable with and how to ask for help. Students may be supported by familiar staff, Short Term Targets linked to individual EHCP plans, personalised visual supports and social stories.

Students begin to be more proactive and confident in their interactions. They may engage actively and show a good attitude to learning and are positive about the tasks set. They join in or comment in discussions about range of issues with varying degrees of confidence and accuracy. They will begin to identify what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. They will be aware of the communication and negotiation skills necessary for intimacy, consent, contraceptive use in healthy relationships and how to avoid the risks of negative behaviours such as pressure, abuse and bullying. Students may require verbal and visual support from familiar staff to help them to communicate effectively.

Some students will be more independent in their interactions and contribute to discussions and tasks in a confident informed manner. They may be more able to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours. They will have a deeper awareness of the characteristics of strong, healthy relationships and may form and maintain respectful relationships of their own; showing awareness of the cultural and social differences that exist in modern society. They will be aware of the consequences of risky behaviours in relationships and the laws corresponding to these. They will be able to use their knowledge to make informed choices and seek the relevant sources of support where necessary.

Implementation

Year 7

Students join Greenbank from both primary mainstream and special educational settings. During their first year we baseline via external and ongoing formative assessments. Students are assessed on their prior knowledge and understanding of their self-awareness and interactions with others. Over the course of the year, teachers will begin to make judgments on which learning journey will best meet their needs and enable them to reach their long-term goals and succeed at school, college, in employment and in their personal lives.

Year 8/9

Students access RSE (Relationships and Sex Education) within PSHE lessons in their tutor groups or streamed groups. Students will continue to develop their understanding by being introduced to more challenging concepts and be encouraged to use the correct terminology. Aspects of relationships education may also be explored within the wider curriculum through Science, PE, Computing, RE and Careers.

KS4

All students are given planned opportunities throughout their learning journey to experience, widen and develop their understanding of RSE as part of weekly timetabled PSHE and Citizenship lessons. Aspects of relationships may also be explored within the wider curriculum through Science, PE, Computing, RE and Careers. Some students access a "Foundations for Adulthood" course which provides opportunities more practical support with aspects of emotional regulation, self-awareness and communication within smaller taught groups.

KS5

Student's learning is centred on preparing them to access further education, employment or training and also to equip them with the skills for adult life. Students' learning is through planned lessons and targeted workshops available which reflect the diverse learning needs of students as they progress to supported or independent living, employment or further education.

All Key Stages

All students are given planned opportunities throughout their learning journey to experience, widen and developed their understanding of relationships and sex. Where appropriate providing opportunities to address Short Term EHCP Outcomes linked to social communication, preparation for adulthood and utilize Speech and Language Therapy input. The holistic approach to learning across school ultimately gives students opportunities to make appropriate informed decisions about their future life choices.

Impact

Relationships and Sex education should support School's cultural capital ambitions, resulting in:

- Building confidence and developing life skills
- Understanding of different types of relationships
- Developing awareness of the needs of others
- Developing resilience to sensory and physical difficulties
- Understanding of healthy and unhealthy behaviours
- Application of their knowledge in order to be functional in their everyday life
- Developing understanding of real-life knowledge and skills
- Developing tolerance and communication skills
- Developing self-awareness
- Developing personal and sexual identity
- Encouraging acceptance of diversity and developing awareness of cultural differences
- Prepare students for future independence

Students are formally assessed termly using Arbor (Below Expected, Expected, Above Expected) However, this forms only part of a student's learning progress as staff identify additional priorities via the AET progression framework. This allows student progress to be recognised and measured for areas of learning that fall outside the national curriculum and within personalised EHCP Long Term Outcomes.

Parent's right to withdraw

Parents *do not* have the right to withdraw their children from relationships education. However, Parents *do* have the right to withdraw their children from any non-science components of sex education within RSE up to and until *3 terms before the child turns 16*. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the headteacher.