

Stone Bay School.

Policy Document.

Statutory Policy required by Education Legislation.

A4: Relationships and Sex education.

Legislation informing this policy:

- [The Education Act 1996: Section 404.](#)
- [DfE's statutory guidance on sex and relationship education](#)

Links to related policies, guidance and protocols.

- Equality Information Objectives (C12)
- Child Protection Policy and Procedures (D1)
- Spiritual, Moral, Social & Cultural Development (including Emotional Development) Guidelines (E19)
- e-Safety Guidelines (E21)

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Signed. Richard Farr. Date: Wednesday, 17 June 2015
Chair of Governors.

Signed. Billy Mc Inally. Date: Wednesday, 17 June 2015
Headteacher.

Mission Statement.

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: "**getting it right for every student**".

Introduction.

Relationship and Sex Education (RSE) is a statutory Government requirement and one which Stone Bay School believes to be of utmost importance in preparing our students for adult life. This policy is based on the Sex and Relationship Guidance Document - [DFEE 0116/2000 \(July 2000\)](#) in which RSE is defined as being:

'life-long learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity'

RSE has been incorporated into the school's PSHE curriculum. From September 2015, the subject will be referred to as Personal Social Health and Relationship Education (PSHRE). Particular and relevant areas are also covered within the Science, Religious Education and Citizenship curriculum. At Stone Bay we believe every student is an individual and therefore some students may require individual or small group sessions relating to specific issues. The whole school approach reflects and promotes personal and social skills, attitudes and values, knowledge and understanding in order to prepare our students for the opportunities, responsibilities and experiences necessary to make reasoned choices and become confident citizens of the future.

This Relationship and Sex Education Policy (RSE) explains the aims within Personal, Social, Health and Relationship Education (PSHRE) and Citizenship. It describes what we teach and the approaches we use. It also helps to ensure that the whole school community have a shared understanding of this important area of the curriculum.

RSE and cross curricular links are designed to support our students, all of whom have identified Special Educational Needs, through their physical, emotional and moral development whilst taking into consideration the limitations of their personal abilities and individual levels of comprehension. The difficulties of meeting this provision in a school with students' aged 11 to 19 years is highlighted by the fact that adolescents and young adults must be taught simple, often basic, concepts and skills in a manner in keeping with their growing maturity, tensions of adolescence and the growth of self-concept and sexual awareness.

Religion can be a powerful influence on sexual attitudes and behaviour for many individuals, RSE at Stone Bay is aware of the need to be respectful of the cultural backgrounds and religious beliefs of our students and their families.

Aims of Relationship and Sex Education.

The aim of RSE is to increase students' knowledge and understanding by providing them with age and development appropriate information to explore attitudes and values and develop skills in order to make positive decisions about their health, well-being and related behaviour. It also gives students a greater understanding of issues relating to personal safety and places an emphasis on students' awareness of personal risk and gaining an understanding of how to protect themselves using a range of strategies.

There is no evidence to suggest that by discussing relationships and sex this will encourage sexual behaviour.

At Stone Bay School we aim to help each student:

- Develop a personal moral code which is acceptable to society's expectations and demands regarding public and private behaviour.
- Learn the value of family life and marriage and how to provide a stable and loving relationship for the nurturing of children.
- Understand their role within the family and wider community.
- Learn the value of respect, love and care.
- Learn and manage emotions and relationships.
- Develop self-respect and empathy for others.
- Make choices based on an understanding of difference and without prejudice.
- Take account of the local community needs, including the differences and diversity within the school community.
- Understand the consequence of choices made.
- Develop sexual awareness and an understanding of their own sexuality.
- Gain the required knowledge and understanding of what is meant by abuse and learn strategies to protect themselves from abuse, illness, dangers and risks in different settings.
- Understand the importance of good personal hygiene.

Moral Framework.

Students will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Personal safety and self-respect
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Content of the RSE programme.

Given the wide range of abilities within a school for students with learning difficulties such as Stone Bay School, some of whom have severe and complex problems, it is not anticipated that all of the programmes of study will be suitable for all students. However, they should all be able to cover a wide range of the areas of study, adapted and differentiated to their level of understanding and ability.

Our students are taught in mixed sex groupings for most PSHRE sessions although teachers use single sex groups, small groups or 1:1 sessions as appropriate. Often the content of the lesson is better delivered on a smaller or 1:1 basis. Two members of staff should work together when dealing with any issues which could be considered sensitive or controversial.

RSE and Personal Safety areas covered within PSHRE, Citizenship and the Science Curriculum takes account of the changes to the National Curriculum (in force from September 2014). Subject content within the Biology syllabus covers reproduction at Key Stage 3. Other elements of RSE are covered throughout the curriculum, for example:

Human Relationships

Looking at interdependence in relationships with people we live with, friends and people we meet regularly.

Caring Relationships

Looking at the nature of trust and responsibility in caring relationships and the range of caring relationships in which adults may be involved.

Our Bodies

Encouraging respect for our own and others' bodies, recognising and naming different parts of the body and the difference between male and female bodies.

How We Grow Up (Women)

Looking at changes from child to adult female and encouraging a healthy attitude towards menstruation. Explaining the female reproductive cycle.

How We Grow Up (Men)

Looking at changes from child to adult male, including erections, masturbation, sexual feelings and mood swings.

Where We Came From

Explaining the reproductive role of the male and female sex organs in sexual intercourse and looking at conception and the growth of the foetus in the womb.

Pregnancy and Childbirth

Looking at the importance of pre-natal care and the responsibilities involved in caring for a baby.

Care of Children

Encouraging awareness of the on-going needs of children and looking at the responsibilities of the adults who care for them.

Sexual Relationships

Explaining the role of sexual intercourse within a sexual relationship, and the need for consent and privacy for any sexual activity.

Contraception

Looking at the need to limit the size of a family and giving basic information about methods of birth control and the prevention of STI's.

Good Manners

Reviewing learning on social behaviour and developing skills in handling common social situations.

Looking After Our Bodies

Encouraging a responsible attitude towards personal hygiene and preventative health.

Keeping Safe

Understanding the importance of safety rules and developing an awareness of stranger danger.

In the 6th Form, PSHRE has a particular focus on preparing our students for life beyond school. Prior learning is reinforced, however, there is a strong emphasis on personal safety, stranger danger, developing friendships/personal relationships and recognising rights and responsibilities. PSHRE is generally embedded and delivered in small ability groups, with topics being covered as the need arises or when questions are asked. From September 2015 all students within the 6th Form will study the ASDAN Relationship module, which encompasses human development, gender orientation, contraception, abortion, pregnancy, child birth and STIs.

A range of teaching methods are used which encourage students to fully engage in the lesson. This may include the use of the Interactive Whiteboard, DVD's, role play, guest

speakers and outside agencies. Resources are adapted to ensure they are appropriate and are relevant to the ability and understanding of the student.

Evaluation and Assessment.

Assessment is an integral part of teaching RSE and enables teachers to measure what has been covered, what has been learnt and decide next steps. The programme is evaluated to ensure it meets the changing needs of the students and reflects the views and values of the school community; this is carried out both by teachers and students.

RSE, Equal Opportunities and Inclusion.

The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the students at Stone Bay School. The teaching materials we use are regularly reviewed to ensure their suitability.

Working with Parents and Carers.

Parents and carers have an important role to play in RSE. They need to feel confident about the programme's content and understand how their role can support their child's development. Discussion will be held with parents about the PSHRE curriculum content.

Parents and carers have the right to withdraw their children from all or part of a school's RSE programme, except those parts covered by the statutory National Curriculum in science. Parents who have concerns about PSHRE content are encouraged to talk to the class teacher to discuss the programme in detail.

Working with outside agencies.

Where visitors are invited to deliver aspects of the PSHRE programme, they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme.

Designated Teacher with responsibility for co-ordinating RSE.

The PSHRE Coordinator is also the Sex and Relationship Education Coordinator and is responsible for co-ordinating with teachers regarding the delivery of PSHRE to specific groups, whilst ensuring all important areas are covered.

Teaching Strategies and Guidance for RSE.

In order for students to develop confidence in talking, listening and thinking about sex and relationships the following strategies will be put in place:

Ground rules will be set to help create an environment in which there are clear guidelines, e.g. What is appropriate and inappropriate during a teaching session?

Staff should be made aware of issues that will be discussed in any given session prior to it taking place. Support should be available for staff for when sensitive issues are to be discussed as this may have an effect on their own emotional wellbeing.

Provision should be made for the teaching of students for whom group sessions may not be appropriate.

No teacher or student will have to answer personal questions or be forced to take part in discussions.

Students will be taught the correct names for body parts and meanings of words will be explained in a sensible and factual way.

The personal beliefs and attitudes of teachers will not influence their teaching of PSHRE.

If a question raised by a student is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis. If necessary, this may be referred to a senior member of staff Designated Safeguarding Lead or parent for advice. Care will be taken to ensure that the student's self-esteem and confidence is not compromised.

If a student makes a disclosure that causes a staff member concern then they should follow school child protection procedures.

Outside services or agencies may be invited to lead sessions.

Dissemination of this policy.

This RSE Policy is readily available for all to view and can be sent home to parents on request.

Safeguarding, Equality and Equal Opportunities Statement.

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.