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| Title | Relationships and Sex Education (RSE) |
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| Definition(s) | |
| <p>ASDAN – Award Scheme Development and Accreditation Network</p> <p>EHCP - Education and Health Care Plan</p> <p>FGM – Female Genital Mutilation</p> <p>IEP – Individual Education Plan</p> <p>KS1/2/3/4 – Key Stage 1/2/3/4</p> <p>LGBT – Lesbian, Gay, Bisexual and Transgender</p> <p>MCA (2005) – Mental Capacity Act (2005)</p> | <p>MDT – Multidisciplinary Team</p> <p>OT – Occupational Therapist</p> <p>POS – Programme of Study</p> <p>RSE – Relationships and Sex Education</p> <p>RSM – Royal School Manchester</p> <p>SALT – Speech and Language Therapist</p> <p>SEND - Special Educational Needs and Disability</p> |
| Purpose | |
| <p><u>Guiding Principles and Reasons for the Policy</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> To provide support and guidance for teachers, to inform their lesson planning and students’ individual POS and boundaries around the issues they can explore with children and young people, and the range of teaching methods. <input type="checkbox"/> To inform parents and carers, who will look at both the RSE curriculum content and the values the school is promoting. <input type="checkbox"/> To support and inform professionals involved in the education, health and care of students of the aims, objectives and values the school’s RSE curriculum promotes. | |
| Policy | |
| <p>We consider that the teaching of Relationships and Sex Education plays a vital part in helping our learners to understand themselves, social rules, risks and how to report them, while also achieving adult status. The teaching includes understanding the characteristics</p> | |

of positive relationships, social rules such as inappropriate and appropriate touch, concepts of personal privacy, boundaries, permission seeking, caring friendships/relationships as well as diverse families. Teaching on online safety includes recognising risks, accepting time limitations online, counter bullying (including cyber bullying), how to get help and treating other with respect online. Teaching on how to achieve adult status and take on the roles associated with adulthood. It will help to promote self-esteem, assertiveness, self-awareness and safety from exploitation. This is especially important in countering the vulnerability of our learners.

Our learners will experience all the normal biological and psychological changes associated with sexual development, and in this respect experience the same needs and desire as any other member of the population.

In recognition of our Equality, Diversity and Inclusion Policy we consider RSE of vital importance to all learners at RSM.

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools. Subject content is age appropriate and developmentally appropriate. It is built upon the individual priorities for learning for children and young people.

RSE must be accessible for all students. This is particularly important when planning teaching for students with SEND.

At Primary level, our children benefit hugely from programmes designed to build their confidence and self-esteem, and to help them develop healthy, respectful relationships with their peers and staff. Also, understanding their bodies and social rules related to privacy. There is teaching on sharing, turn-taking, kindness and respect for others' personal space, both through lessons and during free time. They will learn about different types of families they may encounter. Also how to use anatomically correct body part names as well as inappropriate and appropriate touch.

At Secondary age, they will follow the Relationships and Sex Education Curriculum. Depending on their needs and developmental level, they will cover topics relating to the emotional and physical changes of growing up; coping strategies for different emotions, as well as looking after our bodies and the onset of puberty including menstruation. Privacy and appropriate touch are also key areas. Learners will need support and guidance around these issues as they arise. Some might require a more proactive approach so that they are prepared for bodily changes and feelings before they occur. Teaching young people to say 'No' to things they dislike or don't want, in any way they can, is another important part of RSE. Learners to be taught how to use appropriate self-assertiveness as well as how to keep personal information safe, including when using the internet.

Diversity and Inclusion

The teaching of RSE as set out in a student's Programme of Study (POS) is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe (including online) and understand their rights as individuals. This should include clear, impartial information on matters such as the changes of puberty and masturbation. This may comprise of information on how to stay safe involving situations such as forced-marriage and female genital mutilation (FGM) when appropriate.

Student's individual POS will cover the following areas:

Relationships

- Families and people who care for me.
- Public and private places.
- Body awareness.
- Caring friendships - being a good friend and healthy relationships.
- Respectful relationships - different relationships.
- Online relationships.
- Being safe, including online safety and recognising and reporting bullying.
- KS3 upwards intimate and sexual relationships including sexual health.

Through this coverage the school is able to secure the beginnings of informed teaching delivery of RSE identifying the key skills/concepts for each area within each key stage.

Sex Education

The teaching of sex education will inform the individual POS and aim to:

- Provide factual information enabling learners to prepare/understand about their/others physical self and the changes that will occur as they/others mature.
- Raise awareness in the importance of developing learner's sense of privacy.
- Encourage respect for privacy and feelings among both staff and learners.
- Promote in learners, a sense of responsibility, feelings of self-worth and self-respect by providing them with skills to make choices and decisions and to exercise increasing control over their lives.
- Support student's emotional, moral and social development in a way that provides meaning to them.
- Provide learners with the information they need in order to allow them to form meaningful relationships through early adolescence and into adult life, to the best of their ability.

- Develop the learner's understanding of appropriate and inappropriate behaviour in relationships shown by themselves, and by others, helping them maintain their personal safety and develop young people's understanding of social rules around relationships in person and online. To recognise associated risks and ways to keep themselves safe.
- Further develop learner's functional skills and 'coping' skills, which help them manage their personal/self-help skills in the wider community.
- Help learners develop their personal autonomy and choice-making skills in an informed way.
- Promote the concepts and understanding of the importance of maintaining good personal health and hygiene.

Parental involvement and consultation

At Royal School Manchester we begin the conversation on RSE on the application and admissions process. If parents/carers have concerns, we invite them to raise these with the Head of School who would welcome any discussion with them.

Parental involvement and co-production is vital to the delivery of RSE. Therefore, teachers will notify families of plans and objectives before going ahead with this. There are biannual parents' evenings where there is discussion on how the RSE curriculum will be delivered in a person-centred way to the individual student. Also, the school communication book is used to inform parents of any RSE education that will take place.

Primary sex education would ordinarily come under the statutory science curriculum, so parents would not have a right to withdraw from it or from the statutory relationship education. The Head of School will discuss any requests to withdraw with parents to ensure that their wishes are understood and the school will document this process. The Head of School will share with parents the benefits of this important education and the impact that withdrawal may have on the child.

Up to three terms before the learner turns 16 years old they will have their own entitlement to make their decisions and do not require parental permission to participate in a RSE programme. Where there is a concern about a young person who lacks capacity to decide whether they access this programme, it can be raised by an advocate. A best interest decision will be taken in line with MCA 2005.

Reports to parents:

The area of RSE will be reported to parents in the following ways:

- IEP progress and data.
- Pupil annual review reports.
- Biannual Parents Evenings.

Parents are encouraged to discuss progress with the learner's teacher throughout the academic year.

Accreditation:

Learners throughout the school will access modules of accreditation via ASDAN Personal progress and Personal, Social Development. (see accreditation policy)

Confidentiality and Safeguarding:

It is recognised that an important part of RSE is to encourage learners to develop further skills to form beliefs, values and opinions, and this should be respected at all times. What learners cover in their RSE lessons is confidential unless it is considered to be a safeguarding issue. All adults working with learners are in receipt of safeguarding training. If there are any disclosures or information being shared by any learner within the sessions which is considered as safeguarding or requires further discussion, this will be immediately referred to the safeguarding leads. The safeguarding lead will seek further information, advice and guidance as appropriate in accordance to Seashell Trust's safeguarding policy.

When any learner's behaviour is witnessed as a potential safeguarding concern this will be discussed with parents/carers (if/as appropriate in accordance to the safeguarding policy of the school). As a result of such discussion the school will identify if further support is required.

The role of the RSE coordinator will be to liaise with any teacher and other relevant professionals in the school in designing suitable targets based on content to build up knowledge, skills and behaviour that empowers children and young people to become successful in establishing and maintaining healthy relationships in all areas of their lives. The RSE coordinator will advise on differentiation/resources, this information will then be presented on the students individual POS. All such work will be delivered following consultation with the parents; the learning outcomes designed will be shared with parents and authorised by them before any teaching sessions take place.

Online safety

It is imperative that we educate our learners of their potential vulnerability to online safeguarding issues to determine ways they can keep self-safe. This aspect of our curriculum is cross referenced to our Online Safety policy and curriculum policy. As a result teachers in their planning will refer to both documents when determining the learners individual POS.

Links to wider community:

Many aspects of our RSE curriculum will be delivered 'in situ'; this will provide learners with the opportunity to initiate an increase focus on knowledge, skills, as well as behaviours in wider settings outside of the school setting, e.g. developing understanding of privacy. Aspects of the RSE curriculum additionally identify ways we will encourage learners to generalise skills/behaviours, this will inform structured teaching sessions. The school recognises that indicators of a gap in understanding/misinterpretation of social rules and may reflect experiences that have led to "faulty learning". Any behaviours due to this presented by learners require planned responses. It is also recognised that by the very nature of our learners the school will need to address such behaviours in the 'here and now'. Through such observations and discussion with class teams/parents the school can plan to address ways learners can be encouraged to develop the skills, knowledge and understanding for more appropriate behaviour/response and the reasons these are needed.

Visits from outside agencies:

The school will elicit the support of a wide range of health professionals dependent upon the learners' skills, knowledge and understanding within the individual POS.

The role of any outside agency will be identified through teacher planning; such support may come from the school nurse, SALT, OT, safeguarding officer, etc. If external, there is the potential for guidance from the community nurse/social worker/specialist practitioner in an aspect of subject knowledge RSE/LGBT and complex learning difficulties. All POS which identify the support of outside agencies will be shared with the visiting practitioner to secure an informed overview of aims, targets and learning outcomes.

Role of the advocate:

All staff within RSM are advocates for our school population. If further advocacy support is required this will be discussed with parents/carers. Through such discussion it will be identified what the advocates' role is; this is particularly important as learners begin to elicit their own views and opinions based upon their beliefs, wants and wishes (aspirations). The

school recognises as some of the school's learners RSE knowledge and development they may want to make decisions outside of the expectations/wishes of the parents. It is vital the school listens to and recognises the voice of the learner and acts accordingly. This aspect will additionally be considered within the formal discussion held with parents/carers/supporting agencies at EHCP reviews. If an advocate (outside of the school setting) is required, the school will contact local advocacy agencies to discuss. Following such discussion the school will work collaboratively with the advocate and parents to pursue agreed outcomes.

Roles and Responsibilities

- The Head of School, subject co-ordinator and RSM Governing Body will monitor the effectiveness of this policy document and associated scheme of work; views of parents/carers will also be obtained via the annual review of their child's progress.
- As part of the subject leaders' roles and responsibilities, the RSE coordinator will monitor the impact of teaching on examination of student progress via the data produced, including the number of IEP's designed to enable student progress at the end of the academic year. This information will be evaluated in the curriculum report.
- Through the scrutiny of whole school data-sets and curriculum delivery review, an action plan will be written which will identify/inform future developments required e.g. coaching/mentoring of teacher or further resources required. This will be reported to Governors via the subject co-ordinator detailing the progress made towards the actions identified through the subject audit. Within this piece of work and presentation the subject co-ordinator will identify the impact of the RSE curriculum across the school.

The Head of School is responsible for:

- Ensuring the policy is followed throughout RSM.
- Discussing with parents any concerns they have about their child's participation in RSE within school.

The Subject Coordinator will be responsible for:

- The curriculum delivery review and action plan.
- Detailing the progress made towards the actions identified through the subject audit.
- Identifying the impact of the RSE curriculum across the school.

All staff are responsible for ensuring that:

- They familiarise themselves with this policy.

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| <input type="checkbox"/> They implement and adhere to this policy. |
| Related Document(s) |
| <p>The Department for Education Relationships and Sex Education (RSE) statutory guidance Policy 8 September 2020.</p> <p>The Secretary of State's 2000 guidance on SRE.</p> |
| Equality Impact Screening |
| Stage 1: Initial Screening |
| <input type="checkbox"/> Briefly describe the aims and objectives. <input type="checkbox"/> To provide support for teachers, who will look to it to guide their lesson planning and inform students' individual POS. |
| |
| 1. Who is intended to benefit from it and in what way? |
| <input type="checkbox"/> Teachers and teaching staff and learners. <input type="checkbox"/> To inform parents, who will look to see both the RSE curriculum content and the values the school is promoting <input type="checkbox"/> To support health professionals and other members of both our internal and external MDT, who will want to know the aims, objectives and values the school's RSE promotes, agrees teaching methodologies and boundaries for their work with the learners. |
| 2. Are other departments involved and what will be their involvement and responsibilities? |
| No |
| 3. What outcomes are expected? |
| <input type="checkbox"/> Provide learners with the knowledge, skills, language, strategies and dispositions to gradually share and eventually take over these responsibilities for themselves to whatever extent is possible. <input type="checkbox"/> Learners have confidence as they are supported to understand how to establish and maintain healthy relationships with people in their lives. <input type="checkbox"/> They are supported to recognise risks and use strategies to keep themselves safe. <input type="checkbox"/> Parents/carers understand how the school will support their child, content of lessons and strategies used in school that can be applied at home too. |
| Stage 2: Gathering data and analysis |

1. Have you consulted on this policy / procedure / guidance document in the last 12 months? This includes consultation of all relevant Earwig records to gather data on curriculum coverage, consultation and co-partnership of parent/carers, learner voice of the young learner (as appropriate), behavioural data where relevant, and consultation of staff directly working with the learner.

Yes / No (delete as appropriate)

Details of consultation:

2. What evidence has been used for this assessment?

Assessment of Potential Impact

3. Could a particular group be differently affected in a negative way?

| Protected Characteristic | Negatively affected (Yes / No) | Evidence |
|--------------------------------|--------------------------------|----------|
| Age | | |
| Disability | | |
| Gender Reassignment | | |
| Marriage and Civil Partnership | | |
| Pregnancy and Maternity | | |
| Race | | |
| Religion or Belief | | |

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|--|--|--|
| Sex | | |
| Sexual Orientation | | |
| 1. If you have entered YES against any of the protected characteristics above please complete section 10. If not, please proceed to full impact assessment | | |
| Are there any other policies / procedures / guidance documents / functions that need to be assessed alongside this screening? | | |
| Yes / No (delete as appropriate) | | |
| If yes, please identify which groups are affected: | | |
| Should this policy / procedure / guidance document proceed to a full Equality Analysis? | | |
| Yes / No (delete as appropriate) | | |
| If the answer is no please give reasons for this decision: | | |
| Date by which the full Equality Analysis is to be completed | | |
| | | |

Declaration

1. I / We are satisfied that an initial screening has been carried out on this policy / procedure / guidance and a full Equality Impact Assessment is / is not required.

| | | | |
|--------------|--|-----------------|--|
| Completed by | | Date | |
| Role | | Date Review for | |

Please forward an electronic copy to the relevant Head of Department. The original signed hard copy should be kept with your team for audit purposes.

Contributions from / checks by: