

Approved by Headteacher: September 2023

Written by PSHE/RSE Lead

INTRODUCTION

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Relationship and Sex Education (RSE).

Aims

- All staff understand what is meant by RSE at Ashgate Croft School.
- To promote continuity and coherence across the school.
- To develop staff confidence to deliver the subject.
- To ensure staff have an understanding of adolescence and RSE in autism.
- To give our students the knowledge and understanding of themselves, their relationships, their health and well-being and their environment so that they can make informed choices and decisions.
- To ensure that we provide the information and support to our students to enable them an effective pathway to a fulfilled adult life.
- To create an environment to meet the needs of the special educational needs of each student.

PROCEDURES AND PRACTICE

Teaching

The statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated September 2021) states that all schools providing primary education are required to teach Relationships Education (Rel Ed), and that all schools providing secondary education are required to teach Relationships and Sex Education (RSE). All schools are also required to teach Health Education. These statutory requirements do not apply to sixth form students, however schools are encouraged to offer these subjects.

At Ashgate Croft we follow this guidance for primary and secondary pupils and continue to teach RSE and PSHE to all pupils in Post 16.

What is RSE?

The aim of Relationships and RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

When teaching RSE to secondary pupils Staff must take into regard the DFE 'Relationships and Sex Education Guidance September 2021'.

Confidentiality

It is essential in the teaching of RSE that confidentiality is discussed with the students. Staff need to be aware of their responsibilities towards confidentiality and safeguarding issues. See relevant policies.

The school must ensure that students know where they can get help on personal issues.

Planning

Relationships Education (KS1 and KS2) and RSE (KS3,4 and 5) are embedded in the Long Term Plans (LTP) for PSHE for the Semi Formal, Informal and Post 16 curriculums. For the Pre Formal curriculum RSE is covered within pupils' individual targets where appropriate. Semi Formal, Informal and Post 16 pathways have long term plans in place for PSHE which include the teaching of Rel Ed and RSE. Teachers are responsible for completing Medium Term Planning on the schools format each half term. Teachers use the PSHE Association SEND planning framework and OTrack Assessments to inform planning. All teachers receive regular termly feedback on Medium Term Planning from the PSHE and RSE coordinators.

What/When are Relationships Education and Relationships and Sex Education taught?

Rel Ed and RSE are taught by the class teacher in mixed gender groups, other than when it is deemed more appropriate for the topics to be covered in single sex groups. RSE is also taught in small groups or on a 1:1 basis where the need arises.

Pre Formal Curriculum (Including Post 16 learners)

What: Learners in the Pre Formal Pathway follow the Equals Pre Formal Curriculum and have Personal Learning Intentions (PLIs) linked to their EHCPs. Where appropriate these PLIs are linked to RSE and are based on teacher knowledge of the learners and are informed by views of parent/carers.

When: Embedded within the curriculum and where PLIs are set these are worked on during 1:1 time or in lessons.

Informal Curriculum

What: Learners in the Informal Pathway follow the Equals Informal Curriculum and have Personal Learning Intentions (PLIs) linked to their EHCPs. Where appropriate these PLIs are linked to RSE and are based on teacher knowledge of the learners and are informed by views of parent/carers.

The LTP for Informal also includes focused areas for PSHE/RSE based on the PSHE association's SEND Framework. The 6 topics within this are Changing and Growing, Self Awareness, Self Care, Support and Safety, Managing Feelings, Healthy Lifestyles and The World I Live In. Rel Ed, RSE and Health Education are covered within these topics. The areas are divided up into half termly topics which are then repeated each year. Specific areas covered are based on teacher knowledge of the pupils and are informed by EHCPs.

When: Each teacher in the Informal Pathway bases their timetable around the needs of the pupils, and so for some classes PSHE/RSE are taught as stand alone lessons and for some it is embedded within daily routines – see MTPs for details.

RSE for learners in Informal Classes includes: dealing with touch, getting on with others, trust, public and private and keeping safe.

Semi Formal Curriculum

What: Learners in the Semi Formal Pathway follow a LTP of PHSE and Rel Ed/RSE based on the PSHE Association's SEND Planning Framework. The 6 topics within this are Changing and Growing, Self Awareness, Self Care, Support and Safety, Managing Feelings, Healthy Lifestyles and The World I Live In. Rel Ed, RSE and Health Education are covered within these topics. The areas are divided up into half termly topics which are then repeated each year. Learner's knowledge and understanding is assessed using OTrack and this is developed and built upon each time the topic is repeated. Teachers use OTrack as a basis for their planning and next steps for each pupil.

When: Learners have one discrete PSHE lesson per week with RSE being embedded within the topics.

RSE for learners in Semi Formal Classes includes (where appropriate): Intimate relationships, consent and contraception, self-esteem and unkind comments, strong feelings, romantic feelings and sexual attraction (LGBT embedded) and expectations of relationships/abuse.

Post 16 (Gateway 1 and Gateway 2)

What: Learners in Post 16 also follow the LTP of PHSE and RSE based on the PSHE Association's SEND Planning Framework. The 6 topics within this are Changing and Growing, Self-Awareness, Self-Care, Support and Safety, Managing Feelings, Healthy Lifestyles and The World I Live In. Rel Ed, RSE and Health Education are covered within these topics. The areas are divided up into half termly topics which are then repeated each year. Learner's knowledge and understanding is assessed using OTrack and this is developed and built upon each time the topic is repeated. Teachers use OTrack as a basis for their planning and next steps for each pupil.

When: Learners have 2 half days of 'Health' (one of the areas of the Preparations for Adulthood Framework) each week with RSE being embedded within the topics covered.

RSE for learners in Post 16 includes (where appropriate): Intimate relationships, consent and contraception, self-esteem and unkind comments, strong feelings, romantic feelings and sexual attraction (LGBT embedded) and expectations of relationships/abuse.

Although RSE is planned throughout the year any RSE issues that may arise will be dealt with appropriately by the staff at the time.

Female genital mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage

The PSHE/RSE subject leader will review on an annual basis a risk assessment related to the teaching of FGM, HBV, forced marriage. The review will ascertain which students the teaching of FGM, HBV, forced marriage is appropriate for. A resource bank will be available to staff when teaching FGM, HBV, forced marriage is appropriate.

Our students are supported on how to respond to specific risky situations for example online and social media, teaching consent, domestic violence and relationships, child abuse, pornography etc through their PSHE, RSE CRE and CSE teaching as appropriate.

Agreed procedures

- All teaching is broad and balanced and differentiated by teachers to ensure that students individual needs and abilities are met.
- Students are provided access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Students access the learning through a variety of ways individual to their needs and abilities for example sensory based activities; hands-on activities; age-appropriate role-play; stories and poems; visits from professionals
- ICT is used to assist in the teaching of RSE for example the use of communication aids; switches; internet; computer programmes and games, interactive resources. Staff will discuss with students the issues of personal safety regarding the use of ICT (online safety).
- The school has a resource bank for all curriculum subjects including RSE, The school are committed to updating the RSE resources. It is the subject leader's role to request funds for the purchase of resources. Annually teachers are asked to fill in a questionnaire regarding resources for PSHE, including RSE, to assess if there are any resources required.
- Some RSE resources are kept in a lockable cupboard with the key kept in school reception.
- An audit of resources is done annually.
- The school has a health officer based fulltime on site. She has valuable knowledge and experience and is available for support for staff, students and also Parent/Carers.
- Resources may also include external drama companies visiting school to deliver plays related to various RSE themes. The play will always be watched by the subject leader beforehand so as to ascertain its appropriateness for our students.
- The school also has the support of outside agencies including LD-CAMHS and Derbyshire Children's Health Service (DCHS).

Assessment

Across all pathways teachers record evidence of work and progress on Seesaw or in PSHE/RSE folders. Throughout the year the PSHE subject leader moderates work from all classes in school which includes RSE PSHE data on OTrack is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the Semi Formal and Post 16 Pathways PSHE (including RSE) is assessed through regular teacher assessment and OTrack on a termly basis.

- In the Pre Formal and Informal Pathways PSHE (including RSE) is assessed through regular teacher assessment and MAPP on a termly basis.

Role of the Subject Leader

- To keep up to date with government initiatives related to RSE.
- To participate in relevant training to support a broad knowledge of RSE across all ages and abilities in school.
- To present training for staff to enhance their knowledge and confidence in delivering RSE
- To work with staff to discuss support they may need and resources required.
- To monitor teacher medium term planning for RSE across the school
- To support teachers in ensuring RSE is delivered effectively across the school, this may include peer observations/shadowing good practice

Parent/ Carer Involvement

Parent/Carers have the right to withdraw their child from all or part of the RSE provided with the exception of the biological aspects necessary under the National Curriculum.

A letter is sent home to Parent/Carers via ParentMail towards the end of the term before their child will be taught RSE. It will inform them of what is to be taught, specific language to be used and also what resources will be used.

Upper School and Post 16 classes also send a letter to Parents/Carers via ParentMail at the start of each academic year to inform them that although RSE is planned throughout the year any RSE issues that may arise will be dealt with appropriately by the staff at the time.

Those Parent/Carers wishing to exercise the right to withdraw their child will be invited to a meeting with the subject leader to discuss what concerns they have and discuss any impact that withdrawal may have on their child.

Across the school, teachers send a mixture of homework for parents/carers to complete with their child/young person, this may include work linked to PSHE tasks.

Parents/ Carers are informed of progress in PSHE within annual reviews, Parent/Carers evenings and on the annual report (this includes attainment levels).

Equal Opportunities

All students in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

Children's Rights

Taken from the UN conventions of the rights of the child within RSE the children's rights which are developed are:

- Article 12 – Children have the right to say what they think
- Article 13 – Children have the right to freedom and expression
- Article 16 – Children have a right to privacy
- Article 23 – Children who have any kind of disability have the right to live full and independent lives
- Article 28 – All children have the right to education
- Article 29 – All children have a right to an education which should develop each child's personality, talents and abilities to the fullest
- Article 34 – All children have the right to be protected from all forms of sexual exploitation and abuse

Monitoring of the policy

Monitored by the Subject Leader

REFERENCES

- National Curriculum
- Relationship and Sex Education Policy
- Drugs Education Policy
- Anti-bullying Policy
- Safeguarding policy
- Confidentiality policy
- UN convention of the rights of the child – [unicef.org.uk/crc/op](https://www.unicef.org.uk/crc/op)
- UN conventions on the Rights of the Child - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- Pathway Long Term Plans
- PSHE Association SEND Planning Framework
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2021.