



RSE Policy

RSE policy review date

September 2021

Draft RSE Policy 2020-21

Rationale and Ethos (Intent)

This policy covers Woodlawn's approach to Relationships and Sex Education (RSE). It was produced by the subject lead for PSHE in consultation with the students, governing body, senior leadership team, staff and families. From September 2020, Relationships Education will be compulsory for all children in primary school, and Relationships and Sex Education will be compulsory for all children in secondary school.

Our definition of 'Relationships and Sex Education' is as follows:

'At Woodlawn, RSE equips our students with the skills and information to develop and maintain meaningful, safe and fulfilling relationships. It supports our students in taking responsibility for their own sexual health and well-being. It gives students the language and the means to communicate how they can stay physically, emotionally and mentally safe in relationships.'

All of the students at Woodlawn have SEND and, for this reason, our approach to RSE is necessarily well-considered in relation to the complex needs of each individual student. The nature of our students' SEN means that they are potentially more vulnerable, may have difficulty in forming relationships, may require support to understand what a healthy relationship is and may need help to communicate their wants, needs and worries effectively. Working in conjunction with students and parents is essential in shaping and reviewing an appropriate curriculum which meets the very specific needs of our learners.

Through RSE, our school's overarching aims for our students are:

- **To maximise their independence**

Like any other student, those at Woodlawn aspire to, deserve and are able to achieve independence. Through RSE we will support the students in learning how to give informed consent and make good personal choices. We will support students in exploring relationships through facilitated discussion in a safe environment. By doing this, we aim to ensure that our students go on to develop healthy and happy relationships in adulthood.

- **To develop their confidence**

At Woodlawn, we endeavour to foster inclusive, positive attitudes and encourage students to express their views, needs and wants. Part of students' self-worth is developed by their knowledge of gender roles and sexuality. Woodlawn School is fully inclusive of all children, regardless of their gender or sexual identity, their religion or race, their physical or cognitive ability. It is essential that we nurture and build confidence in our students to enable them to exercise their right to say no clearly and unambiguously.

- **To give them a voice**

Students will be taught an appropriate vocabulary to talk about their emotions, and will be given the language and means to name the different parts of their bodies. Discussions about sex and relationships will take place in a safe environment, in an

open and honest manner with trusted friends and adults. Students will learn how to shape and express their opinions, give consent, and say when something is wrong.

- **To support them in developing positive relationships**

RSE will underpin all learning around developing positive relationships. Students will learn what defines a healthy relationship and how to recognise when things are going wrong. We will give students the tools they need to communicate when they do not feel safe and need help, whether in or out of school. For our older students, Sex Education will take place in a safe and supportive environment. Messages about consent and safe sex will be clear and frank, and students will be signposted to appropriate health services as appropriate.

- **To empower families**

Building strong relationships with the families of our students is central to our core ethos. We understand that parents may have concerns over the teaching of RSE. To this end, parents and carers will be consulted on the delivery of the curriculum, given information on schemes of work, and offered information on their rights to withdraw their child from particular aspects of learning. Parents and carers will be encouraged to consider the wider implications of withdrawing their children from particular elements of RSE.

Roles and Responsibilities (Implementation)

The RSE programme will be led by the PSHE Subject Lead with the support of SLT and the governing body.

It will be delivered by teachers and tutors with the support of TAs, lead learning mentor and other staff, including the school nursing team.

A working party of SLT, the PSHE subject lead and a member of the governing body will be responsible for ensuring the appropriateness of the curriculum, that it meets statutory requirements and that those delivering the curriculum are properly equipped to do so, through the provision of schemes of work, resources and CPD where required. CPD will be delivered both in-house, by the subject lead, and externally through other organisations, such as Barnados, Action for Children etc.

Legislation (Statutory regulations and guidance)

Relationship Education and *Relationships and Sex Education* is compulsory in primary and secondary schools from September 2020. Parents do not have the right to withdraw their child from *Relationship Education* in primary, nor from any sex education which forms part of the science curriculum. Similarly, in secondary schools, parents do not have the right to withdraw their children from the relationships aspect of *Relationships and Sex Education*, nor some aspects of sex education which form part of the science curriculum. However, parents must be consulted on, and have the right to withdraw their child from any additional sex education in primary, and from some elements of sex education in secondary. From three terms before their 16th birthday, children may request sex education without parental consent.

To ensure that the students at Woodlawn are fully equipped with the knowledge and understanding that they need to make informed, consensual choices in a manner appropriate to their development and understanding, parents will be consulted upon before particular units of work are delivered. In the event of parents asking to withdraw their child, the headteacher will discuss the value and importance of RSE.

This RSE policy supports and is supported by the following documents:

- PSHE policy
- Equality and Diversity policy
- Safeguarding policy

Documents that inform Woodlawn's policy include:

- Education Act (1996)
- SEND Code of Practice 0 - 25 (2014)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education - Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- Statutory Guidance for RSE (2019)
- North Tyneside Sex and Relationships Education Policy

Curriculum Design

Woodlawn School is currently undergoing a period of curriculum review, and the inclusion of our whole school PSHE provision will include a comprehensive and appropriately adapted RSE programme.

In primary, our Relationship Education programme will cover the following aspects:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- How my body changes
- How a baby is made

In secondary, it will cover:

- Families
- Respectful relationships including friendships
- Online and media
- Intimate sexual relationships including sexual health
- What the law says about all of the above...

Our curriculum has a spiral design and ensures that all new learning is based on prior knowledge. We will ensure full inclusion by providing appropriate resources for children to demonstrate their knowledge and understanding, using a total communication approach. Teaching methods will include creative and interactive sessions, including the use of books, film clips, role play and drama. External agencies will work alongside teachers to provide workshops to support learning.

Over time, fully differentiated schemes of work will be developed by the PSHE lead in conjunction with teaching and non-teaching staff, and in consultation with SLT, governors and other stakeholders. These will take into account the very specific needs of our students, ensuring that while statutory guidance and the students' rights are met and respected, the teaching and learning is highly appropriate and in line with cognitive ability.

To be clear, where a child is working well below age-related expectations, the accessibility of the statutory requirements will be discussed with parents and a decision made about its appropriateness for those individual learners. In this instance, teachers would be encouraged to revisit the building blocks of that unit, to consolidate knowledge and understanding, even if previous learning is taken from a much earlier Key Stage.

Work covered in class will be supported by the Lead Learning mentor and Thrive practitioners, on an individual or small group basis, where necessary.

Safe and Effective Practice

It is essential that both staff and students feel able to access a safe learning environment. We recognise that within the content of the RSE statutory guidelines are subjects which staff may find difficult to deliver and which students may find sensitive, controversial or hard to understand. In line with North Tyneside's Sex and Relationships Education Policy, we will ensure the following is in place:

- That RSE should be delivered in a positive way, addressing the individual needs of the learners.
- That teaching about sex and sexuality should be delivered in a way which encourages responsibility and tolerance and also teaches people to respect difference.
- That there is an understanding among all staff, families and students, that students with mental and physical disabilities have the right to know about sex and relationships
- That there is an understanding that the rights of children LGBTQ+ students must be respected
- That staff feel fully equipped and supported in the delivery of RSE
- That curriculum design follows the advice of the Gillick Competency and Fraser Guidelines to ensure that a balance is met between the statutory components and each individual student's rights and wishes, and their ability to understand the curriculum content.

Safeguarding

All staff involved in the delivery of RSE will understand that the nature of what is and what is not appropriate in a relationship can lead to disclosures of child protection issues. In the event of this happening, staff would follow Woodlawn School's safeguarding policy by reporting to the Designated Safeguarding Lead, or in her absence, one of the deputies.

External organisations visiting school to support the delivery of RSE will be made aware of the very particular needs of the students, and signposted to this policy. They will be given a short induction by the DSL or PSHE lead. In general, they would be required to have an up-to-date DBS.

Engaging Stakeholders

Woodlawn School will endeavour to work with parents, carers and other stakeholders to ensure that they are fully informed about curriculum content and delivery. Woodlawn School will continue to work with the nursing team to ensure that parents know and understand the content of the RSE curriculum, supported by leaflets, signposting to websites, and school communications. Where appropriate, parents and carers will be invited to view any materials and resources being used to support RSE prior to its delivery.

Parents will be consulted about this policy by letter, website access and invitation to consult with the PSHE lead during designated twilight sessions. Parents asking to withdraw their children from the non-biological aspects of RSE will be invited to discuss its importance with the PSHE lead and classteacher.

Monitoring, reporting and evaluation (Impact)

Teachers will reflect on their work through reviewing and adapting their planning according to the needs and ability of their students. Evidence will be captured through SeeSaw, some recorded work, and pupil voice. Teachers will use the school's assessment tool, BSquared, to measure progress in RSE across the curriculum, including PSHE and science, in particular. .

The contribution of external agencies will be monitored and evaluated through feedback forms, staff discussion and pupil voice.

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