



Relationship and Sex Education Procedure

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1. Introduction

Young people today are growing up in a rapidly evolving world that is characterised by online interactions to an increasingly greater extent. For the pupils at Addington Valley, this presents many opportunities but also challenges and risks. At AVA, we recognise that our pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success. We recognise that the level of need and vulnerability of our students alongside a very wide range of barriers to learning mean that teaching these aspects of life in a meaningful way is complex but vital to achieve the greatest levels of understanding and independence possible.

This procedure sets out the teaching of relationships education (Primary), relationships and sex education (Secondary), and health education (all pupils) at AVA. For the purposes of this procedure, the term 'Relationships and Sex Education' is used to encompass any and all of these strands. This procedure should be read in conjunction with the OHCAT RSE Policy, the Child Protection, Adult Protection, and Safeguarding Policy and Procedure, and the AVA Safeguarding and Wellbeing Offer. These can all be viewed on the school website and hard copies are available on request from the school office.

This procedure has been written with regard for all applicable statutory requirements on schools, e.g. the Equality Act. Parents of AVA pupils were consulted during the Spring term of 2022 on this procedure, and the procedure was read by the AVA Local Governing Body for oversight and comment during the Spring term of 2022.

2. Aims

It is our intention that all children have the opportunity to experience a bespoke and relevant programme of Relationships and Sex Education at a level which is appropriate for their age, cognitive and physical development with differentiated provision as required.

Taking into account all these, the aims of Relationships and Sex Education in our school are:

- To provide the knowledge and information to which all pupils are entitled
- To teach students the correct vocabulary to describe themselves and their bodies.
- To help pupils recognise, understand and build healthy relationships, including self- respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- To ensure pupils learn about how relationships may affect health and wellbeing, including mental health
- To provide the confidence for pupils to be active participating members of society and to value themselves and others
- To prepare pupils for changes, including puberty, and encourage them to take responsibility for their own actions
- To equip pupils with the knowledge and understanding of how to respect and care for their bodies
- To enable pupils, develop the skills and understanding needed to make healthy, responsible choices about their health and wellbeing including personal hygiene
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To answer pupils' questions honestly and sensitively referring the children to parents where appropriate
- To give pupils information on where individuals and families can get help and support
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

RSE is not about the promotion of sexual activity.

At AVA, RSE supports the wellbeing of, helps to safeguard, students and young people and is more effective when home and school are involved. RSE provision at AVA is personalised as appropriate to meet individual needs of our students and based on their:

- Age
- Physical, mental and emotional development.
- Religious and cultural backgrounds
- Special educational needs and disabilities

Relationship and Sex Education is a sensitive theme and is delivered according to the students' needs. RSE is not an isolated subject and is delivered developmentally throughout life and as an integral part of our school curriculum and as such is addressed throughout every phase of school's journey.

- ❖ RSE is interwoven into planning and EHCP targets are taken into account.
- ❖ We strive to prepare our students to cope with the physical, emotional changes and challenges of growing up and becoming an adult.
- ❖ RSE empowers students through use of explicit vocabulary and awareness of their own rights whilst learning to respect the rights and feelings of others.
- ❖ RSE enables students to understand the processes of growth and change, and it provides the context for the development of a positive self-image.
- ❖ At AVA we respect and celebrate diversity within the framework of British values, democratic rights and the rule of law.

3. Key Definitions

The objective of Relationships Education and Relationships and sex Education (RSE) is to ensure that all young people are taught to stay safe and are prepared for life in modern Britain. RSE relates to learning about physical, moral and emotional development, understanding the importance of family life as well as of stable and loving relationships, and promoting British values such as tolerance. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and supports young people in developing self-confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens but also the responsibility that this brings.

“What is relationships education at AVA?”

Relationships Education is learning about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

“What is relationships and sex education at AVA?”

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

4. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The regulations also make Health Education compulsory in all state funded schools.

If primary schools do teach sex education, they must have regard to **guidance** issued by the secretary of state as outlined in **section 403 of the Education Act 1996**. (*See appendix*)

Under **section 3.6 of the National Curriculum**, RSE is compulsory from year 7 onwards. Secondary schools must have regard to guidance issued by the secretary of state as outlined in **section 403 of the Education Act 1996**.

As AVA has pupils who are both primary age and secondary age, our policy and procedure covers the requirements for both sectors.

5. Subject Content

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a meaningful way. Teaching will focus on the Independence, fluency, maintenance and generalisation of skills that increase their understanding.

Where appropriate, some pupils will follow a structured, graduated and age-appropriate programme to increase their understanding of aspects of puberty, health and sexual relationships. Although our curriculum maps are in place which outline a progression path, the actual sequence in which learning units are being taught may be changed to reflect the specific needs of pupils.

Our RSE Curriculum will focus on helping pupils develop an understanding of themselves, form good relationships and respect the differences between people. We also aim to prepare pupils for any physical and emotional changes during growing up and puberty, which some will begin to experience before they reach secondary age. Further curriculum content includes learning units on online relationships and internet safety, mental wellbeing, physical health and fitness, healthy eating as well as substance misuse.

5.1 RSE Offer:

The provision at AVA is grouped into three categories:



Universal Offer:

Universal/Daily offer – Cross-curricular learning opportunities

- Relationships Education, RSE, and Health Education will be embedded within all aspects of school life at AVA and these everyday experiences will form the main basis through which children and young people will acquire the knowledge, skills and attributes they need to stay healthy, safe, creating and maintaining positive relationships to help them thrive now and in the future.
- Learning opportunities will appear in every step of the student's school day. Some examples of those daily living skills opportunities are:
 - Toilet training – *using the loo, wiping independently, washing hands, using hygiene products, flushing down, looking themselves in the mirror, locking the door, etc.*
 - Looking after my body: *healthy diet, eating less sugar, trying new food, doing exercise, games that I like, sharing games, learning rules, dangers (medicines, chemicals).*
 - Dress/undress independently: *including choosing what to wear, checking if clothes are inside out/opposite side, do their shoe laces, etc.*
 - Menstruation support: *cleaning intimate parts appropriately, using female hygiene products, communicating their needs, asking for help, etc.*
 - Labelling body parts: *use the correct vocabulary/symbols to name their body parts, including genitals.*
 - Changing for swimming – *how to make a space private, correct ways of placing swimming kits avoiding exposing private parts, parts of the body, etc.*
 - Privacy: *what is mine? What spaces are private? How to make a space private?, close the door, staying safe, e-safety, etc.*
 - Spaces at home, at school and out in the community: *label spaces, differentiate activities I do in those spaces, private/public, manners, etc.*
 - Maintaining positive friendships: *appropriate/inappropriate touches, bad touches, consequences, how to say sorry safe places to touch, how to say NO, etc.*
 - Relax and calming strategies: *benefits of sleeping, trying new/positive ways of calming down: yoga, relaxation, breathing, stretches, sensory activities, etc.*
 - Dangerous situations: *how to respond in an emergency, how to identify dangerous products, how to call 999, basic first aid, cross the road, signs, etc.*
 - Family members: *correct name and role of family members, learning address, writing name of mum/dad/career.*
 - Likes/dislikes: *what makes me feel good?, trying new things, expressing ideas, communicate preferences, etc.*
 - Different relationships: *difference between friends and friendly behaviour, difference between parents and teacher etc.*
 - Work related training – *preparing for life outside school, making my own choices, expressing my views, independent living training, etc.*
 - Staying safe when using appliances: *plug/unplug and correct use of different appliances e.g. toaster, kettle, dishwasher, microwave, oven, hoover, etc.*
 - Friendships – *developing and maintaining positive relationships, appropriate touch when playing, saying NO, communicating issues, problem solving, etc.*
 - Coping with strong feelings – *changes when growing up, labeling feelings, confusion, feeling alone, etc.*
- A total communication approach will be key when working with students. Communicating their needs, asking for help or requesting more information about topics such as personal hygiene, solving problems or using private/public spaces will be situations pupils will face every day.

Targeted Offer:

Targeted offer – Through discrete sessions (RSE curriculum)

- The RSE curriculum will be delivered in appropriate sessions for PSHE within the timetable. Topics will be mapped across a multiple year curriculum programme.
- Lessons will be delivered by class teachers who will be fully informed and expected to deal with issues sensitively. Some lessons may be delivered by a visiting professional.
- Whilst the majority of teaching may be done in a class group, alternative pupil groupings may be appropriate e.g. Single sex groups, ability groups, small group programmes.
- A variety of topics will be covered in these discrete sessions. All topics are designed accordingly with the maturity and developmental stage of pupils. Examples of these topics are: relationships, menstruation, diversity, self stimulation, emotions, consent, public/private, careers and future choices, friendships, etc.
- During these sessions, students will be supported at all times by trained staff aware of their needs and communication strategies. Sessions will be private and safe.
- As part of the sessions, teachers may use a variety of specialised resources such as social stories, visuals, key objects or appropriate videos to enhance the learning of the students and support them in their understanding of such important topics.
- Parents will have the right to withdraw their child from certain aspects of the programme (more details can be viewed within the RSE policy, on the AVA website). The exception is those parts that are included in the statutory national curriculum.

Specialist Offer:

Specialist offer – Individual/Personalised support

- Personalised 1:1 or small group sessions covering challenging topics that might be relevant to the individual pupil.
- Individual programmes for pupils that require more input or additional help for specific aspects of RSE.
- Close work with families to identify pupils who may require additional support from external agencies.
- Topic based resources for a better understanding of topics in the RSE curriculum, including personalised scripts especially designed for SEN pupils.
- Meetings following a concern in order to improve outcomes for pupils.

5.2 RSE Delivery:

We teach Relationships and Sex Education in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community. Whilst RSE at AVA means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in school. AVA is also aware of the preparing for adulthood outcomes as set out in the **SEND Code of Practice** and ensures that RSE teaching is **differentiated, personalised** and delivered in an **accessible** way.

Teaching is delivered primarily by staff based in the same class as the pupil.

RSE is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. RSE also sits within the context of the School's broader philosophy and approach to promoting pupils' social, moral, spiritual and cultural development within the broader pastoral care system. RSE is usually delivered in mixed gender groups; however there may be occasions where single gender groups are more appropriate and relevant. Staff will encourage an atmosphere where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded.

Parents will always be expressly included in decisions related to learning delivered through the RSE curriculum. Typically, this will be through the regular meetings that we hold with parents throughout the year to discuss and agree curriculum outcomes for pupils. Any parent wishing to discuss what the universal offer looks like specifically for their child is encouraged to contact their child's class teacher in the first instance, and then one of the school's vice principals (details can be found on the school website or from the school office) if there are any follow-up questions.

5.3 RSE Curriculum

KS1	
A1	This is who I am
A2	Personal care and hygiene
Sp1	Feelings
Sp2	What areas and spaces are private
Su1	Wellbeing and Mental Health
Su2	Safe and Health Lifestyle

KS2	
A1	This is who I am
A2	Safe and Healthy Lifestyle
Sp1	Personal care and Hygiene
Sp2	Love, Respect and Gender Stereotypes
Su1	Appropriate and Inappropriate Touch
Su2	Celebrating our differences
A1	Feelings, Emotional Confusion
A2	What areas and spaces are private? How to say No
Sp1	Relationships and Life Events
Sp2	Wellbeing and Mental Health
Su1	Growing up and changes
Su2	Celebrating our differences

KS3 and KS4	
A1	This is who I am
A2	Personal care and Hygiene
Sp1	Safe and Healthy lifestyle
Sp2	Changes during puberty
Su1	Relationships and Life Events
Su2	Love consent and Gender Stereotypes
A1	Appropriate and Inappropriate Touch
A2	Celebrating our differences
Sp1	Feelings and Emotions
Sp2	Wellbeing and Mental Health
Su1	What areas are private and how to say no
Su2	Reproduction

5.4 RSE Assessment:

Pupil learning is assessed and recorded on the *Evidence for Learning* platform. This is the platform that we use at AVA to record and measure progress made by pupils. More details about *Evidence for Learning* can be found on the school website or by contacting school.

5.5 Answering Pupil Questions:

From time to time, sensitive issues will be raised by pupils or parents. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. The issues may concern sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media and need to feel able to ask for further information.

- If a pupil asks a question during a whole or small group class session, staff will be expected to answer honestly and factually.
- Pupils' questions will be answered according to their maturity and understanding, with support from parents.

- Staff responses to questions will focus heavily on the importance of healthy relationships.
- Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or the Designated Safeguarding Lead.
- The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a child

5.6 Terminology:

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the **anatomically correct language** for body parts, while acknowledging common terms used by some people. Correct language for body parts will be used by all staff with all pupils.

6. Right to Withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents/carers have the right to withdraw their children from some or all elements of the Sex education delivered as part of the RSE which do not form part of the National Curriculum up to and until three terms before the age of 16. Any parent wishing to withdraw their child from the RSE curriculum and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Head Teacher (*see appendix*). If queries are not resolved they will be referred to the Local Authority and Governor Support Service for final decision.

There is no right to withdraw from Relationships Education or Health Education.

Before granting any such request, we will seek to discuss the request with parents and, as appropriate, with the pupil themselves to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will want to document this process to ensure a record is kept.

Pupils who are withdrawn will be accommodated separately and will be set appropriate alternative work to complete.

7. Roles and Responsibilities

The School Governors will approve the RSE policy and hold the Senior Leadership Team to account for its implementation.

Principal and Senior Leadership Team

The Principal with the support of the Senior Leadership Team will ensure that:

- A suitable approach to the teaching and evaluation of RSE is in place within their provision, informed by regular consultation with pupils/students, staff and families and compliant with all relevant requirements e.g. equality duties
- Requests to withdraw pupils from (non-statutory) components of RSE (see section 6) are managed appropriately.
- Ensure all staff are aware of and abide by the policy, this RSE Procedure and related documentation

All Staff

All Staff are responsible for:

- Ensuring that they are familiar with and adhere to this procedure, the RSE policy and all other relevant policies and procedures
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring pupil progress in RSE
- Responding to the needs of individual students
- Understanding the relationship between RSE and safeguarding, including how to manage any safeguarding concerns that may come to light during the course of RSE provision being delivered, and how to maintain appropriate confidentiality

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Parents

We know that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at AVA through mutual understanding, trust and co-operation. In promoting this objective all parents will be:

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education

- Able to discuss any questions or curriculum queries directly with the school.

Parents should be reassured that the personal beliefs and attitudes of individual staff members will not influence the teaching of RSE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and tolerance.

8. Child Protection and Confidentiality

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship Education or Relationships and Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff should follow the guidelines in the Safeguarding Policy adopted by the school.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The School will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

9. Equal Opportunities

The **Equality Act 2010** covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect. The Department for Education has produced advice on **The Equality Act 2010 and schools (DfE,2014b)**. Schools have a legal duty to promote equality (Equality Act,2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and gender reassignment.

10. Monitoring and Evaluation Process

This procedure will be reviewed in Autumn 2022, in line with the review date for the OHCAT RSE policy. Parents of Dysart pupils will be fully involved in the process of reviewing this procedure.

11. Guidance to parents

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-sex-and-health-education-guides-for-parents)

[PSHE education: a guide for parents | www.pshe-association.org.uk \(pshe-association.org.uk\)](http://www.pshe-association.org.uk)

[Home | sexeducationforum.org.uk](http://sexeducationforum.org.uk)

[Brook – Healthy lives for young people](https://www.brook.org.uk)

[Supporting Youth with Disabilities | Sexual Development | TASCC](https://www.tascc.org.uk)

[Puberty — CAMHS \(camhsnorthderbyshire.nhs.uk\)](https://www.camhsnorthderbyshire.nhs.uk)

[Advice and support about children and young people | Mencap](https://www.mencap.org.uk)

[Puberty in boys with additional needs | My Family Our Needs](https://www.myfamilyourneeds.org.uk)

[Sex Education Advice for Parents - Practical Help from Experts \(bigtalkeducation.co.uk\)](https://www.bigtalkeducation.co.uk)

[Family Lives](https://www.familylives.org.uk)

[Relationships and sex education \(RSE\) | Ealing Grid for Learning \(egfl.org.uk\)](https://www.egfl.org.uk)

[Sex and relationships education \(RSE\) with DO... \(dosrefschools.com\)](https://www.dosrefschools.com)

Appendix

FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS EDUCATION OR RELATIONSHIPS AND SEX EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS