

## Relationships and Sex Education Policy

### Meldreth Manor School

<b>Policy Reference:</b>	A133
<b>Version Number:</b>	4
<b>Applies to:</b>	Schools
<b>Associated documents:</b>	Curriculum policy PSHE policy Child protection policy
<b>Approved by:</b>	Quality
<b>Implementation date:</b>	September 2023
<b>Next review due by:</b>	September 2024
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

## 2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- › Section 34 of the [Children and Social work act 2017](#).

## 3. Scope

This policy applies to all staff, children and young people at Aurora Meldreth Manor

## 4. Roles and responsibilities

### 4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Name:	Role:	Responsible for:
Emily Willis	Head of School	RSE and PSHE curriculum oversight and formalisation
Joanne Wainwright	PSHE lead teacher	Weekly planning or PSHE and RSE

## 4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

## 4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

## 5. Definitions

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE can be personalised to meet the needs of an individual students according to where they are in their physical, social, and emotional development through personalised social stories and teaching programmes.

RSE is not about the promotion of sexual activity.

## 6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

### ➤ Review

The RSE policy at Meldreth Manor is reviewed yearly or when there have been changes to government legislation and advice. As an accredited “Healthy School” we also work within the guidelines set out to us for promoting positive RSE experiences for our students. Our growing and diverse cohort also means that we regularly adapt our RSE curriculum to ensure it remains accessible for all.

### ➤ Staff consultation

Staff have access to a formalized PSHE and RSE curriculum and a PSHE lead teacher, for all their teaching and lesson planning. They can also consult with our therapy and medical team when issues arise for individual students. The RSE formal curriculum is reviewed annually and RSE planning is reviewed once a term. Staff can give their opinion and seek advice at anytime with curriculum lead Emily Willis.

### ➤ Parent/ carer consultation

Parents/ carers are consulted termly as we introduce our RSE topics and at this point are given the option for their children to opt out of this topic and take on an alternative learning pathway. Not all RSE topics are suitable for all of our students and are looked at through individual need with parents input and often support in delivery at home and school. We offer our parents/carers bespoke RSE programs and parent training.

### ➤ Pupil consultation

Our pupils follow a bespoke program of learning based on their EHCP outcomes and their developmental stages, we address RSE issues with our students on an individual basis using social stories and practical activities to gain their consent and participation.

Our students use various forms of communication to express RSE topics they are interested in studying and staff work with them on an individual basis to achieve this.

➤ Ratification

Our RSE curriculum is developed inline with government guidance, the OFSTED framework, and healthy schools it is subject to half termly work scrutiny's, data assessments and teacher observations.

## 7. Curriculum

7.1 At Meldreth Manor School we have a spiral PSHE and RSE curriculum which is taught over three years for our key stage areas and two years for our preparing for adulthood curriculum.

7.2 Our topics are linked with PSHE, ICT and life skills so that students can contextualise and practically apply their experiences. This has been developed in line with the Healthy Schools standards, NAS and IQM. Our RSE program is also linked to AQA unit awards. Our topics include puberty, personal hygiene, friendship and romantic relationships, healthy relationships, online safety, bullying and personal safety as well as biological changes in puberty, sex/ masturbation, and pregnancy.

7.3 The curriculum is taught on an individual basis when students are at a cognitive level to process, understand and apply the information taught. Our students learn in a practical, physical, and sensory way through routines, life skills classes, social stories and sequencing. We work at the pace of the child and adapt to what they are expressing they need or want to learn; this is in consultation with parents and carers at all stages.

## 8. Delivery of RSE

At Meldreth Manor RSE is taught as part of a bespoke and embedded curriculum students will develop skills through social contexts, routines, and practical tasks. This may include working with visiting or visits to external health professionals such as nurses, GP's, dentists, CAMH and psychologists supported by the school team. This may include doing this jointly with parents/ carers and may also involve training workshops chaired by the school to help parents/carers.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 9. Safeguarding and child protection

At Aurora Meldreth Manor we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

## 10. Parents right to withdraw

At Meldreth Manor School due to the severe nature of our students physical and cognitive abilities the decision to teach various RSE topics to a student is managed on an individual basis and in consultation with subject specialists, therapists, medical professions and parent/carers. Parent/carers are able to consult with the Head of School to find alternative teaching methods where some form RSE education is necessary.

Parents of primary age pupils do **not** have the right to withdraw their children from relationships education. Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head Teacher who will then arrange a meeting to discuss your request with you.

## 10. Training

Staff are trained on the delivery of RSE curriculum by our RSE and PSHE lead on a half termly basis as we approach new topic areas. The RSE lead takes advice from our healthy schools guidance and medical and therapeutic professionals.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

This policy will be reviewed annually by Emily Willis Head of School

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### Key stage 2- 3

Year 1					
Winter term 1	Winter term 2	Spring term 1	Spring term 2	Summer 1	Summer 2
<b>Spiritual, cultural and moral-</b> all about me	<b>Spiritual, cultural and moral-</b> appreciating difference in others	<b>RSE-</b> Changes in my body and other peoples as I grow up	<b>RSE-</b> personal hygiene	<b>Health education-</b> Junk food	<b>Health education-</b> healthy food and healthy lifestyles
Year 2					
Winter term 1	Winter term 2	Spring term 1	Spring term 2	Summer 1	Summer 2
<b>British values-</b> The law	<b>British Values-</b> Following the law	<b>Health education-</b> internet safety	<b>Health Education-</b> my wellbeing online	<b>Substance misuse-</b> Smoking	<b>Substance misuse-</b> Peer pressure on and offline
Year 3					
Winter term 1	Winter term 2	Spring term 1	Spring term 2	Summer 1	Summer 2
<b>Spiritual, cultural and moral-</b> Friends	<b>Spiritual, cultural and moral-</b> Healthy friendships	<b>RSE-</b> Puberty	<b>RSE-</b> Changing feelings in puberty	<b>Health education-</b> social media	<b>Health education-</b> online friends or not?

#### Preparing for Adulthood Key stage 4 onwards

Year 1					
Winter term 1	Winter term 2	Spring term 1	Spring term 2	Summer 1	Summer 2
<b>British values-</b> democracy	<b>British values-</b> respect and tolerance	<b>RSE-</b> healthy relationships	<b>RSE-</b> healthy relationships online	<b>Substance misuse-</b> identifying addictive substances	<b>Substance misuse-</b> making informed and safe choices
Year 2					
Winter term 1	Winter term 2	Spring term 1	Spring term 2	Summer 1	Summer 2
<b>Spiritual, cultural and moral-</b> My own culture and beliefs	<b>Spiritual, cultural and moral-</b> Recognising extreme beliefs	<b>Health Education-</b> independent living	<b>Health education-</b> independent living	<b>Health education-</b> social media	<b>Careers and work experience</b>

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			