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## **Riverside Community Special School Relationships, Sex and Health Education Policy**

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Policy by: Kate Walker/Kim Radlett

Date: November 2024

Presented to Full Governing Body : 28.11.2024

To be reviewed annually.

Admin/current Policies/2024

This policy is available on our school website and is available on request from the school office.

This policy will be reviewed in full by the Governing Body on at least an annual basis.

## **Relationships, Sex and Health Education Policy**

*"By placing wellbeing at the centre of all that we do, pupils are taught to manage their differences and flourish as individuals"*

*"We provide a wide ranging and meaningful curriculum with an emphasis on communication and language skills"*

*No person shall be treated, without due regard for their feelings and individuality, regardless of gender (including gender re-assignment), sexual orientation, race, culture, belief or exceptional need.*

### **National Guidance**

- The Relationships Education, Relationships and Sex Education, and Health Education (England) DfE 2019 Statutory Guidance
- Keeping Children Safe in Education
- Equality Act 2010
- Children and Social Work Act 2017 Section 34
- PSHE education planning Framework for Pupils with SEND (PSHE Association)

### **Riverside School Policies**

To be read in association with these school's policies:

- Curriculum policy
- Teaching & Learning policy
- Personal, Social, Health & Economic Education policy
- Positive Behaviour Management policy
- Pupil Mental Health & Wellbeing Policy

### **Intent**

Riverside Community School teaches pupils the many small steps and building blocks that lead them to the ability to have positive relationships with those around them. Pupils are taught (in relation to their level of understanding), knowledge about their bodies, emotions and personal safety. The curriculum provides the following:

- Promotion of positive relationships for all our pupils and a sense of wellbeing.
- Promotion of a sense of belonging: to their class and school, their family and their communities.
- Support for pupils to feel positive and confident about themselves and be part of celebrating their own achievements and those of others.
- The teaching of appropriate and relevant vocabulary. For example, to identify parts of their body or to name and express an emotion.

- Provision of the necessary communication skills - in whatever form- in order to relate to others and build friendships and relationships.
- Teaching of the appropriate safeguarding knowledge eg. personal boundaries, privacy and consent, including online safety.
- Preparation for the different stage of life, particularly puberty and the physical and emotional changes that this brings.
- The skills to know how, when and who to ask for help with emotional, mental or physical problems.

### **Implementation**

The Riverside Community School curriculum has been developed in consultation with parents and carers, staff, pupils and Governors. It considers the additional needs of all pupils and the adjustments necessary to support and scaffold their learning.

Relationship and Sex Education is taught within the context of the PSHE curriculum and some strands of Topic. These include "Wonderful Me", "Our Senses" and "Growing Up and Moving On". Planning, delivery and resources are designed for each key stage and pathway eg. Builders or Discovery. Therefore, although the teaching and learning is taken from the national "PSHE Education Planning Framework for Pupils with SEND" it is tailored to meet the needs of each pupil cohort. In addition, PSHE/RSE elements are taught within the implicit curriculum ie. during the daily life of the whole school community. All staff model appropriate, caring and respectful relationships to all pupils which acts as a constant learning tool throughout their time at Riverside School. Staff also work daily to teach practical skills in self-care and personal independence. Online safety is also taught within the Computing curriculum as well as in PSHE.

Pupils are constantly learning about relationships throughout their school day. This may be through the staff modelling positive greetings or asking how they feel, to specific rules and routines such as shutting the toilet door or speaking politely to each other. Each year (usually in the spring term) a Personal Safety week is held. This focuses on pupils learning how to keep themselves safe in a variety of ways and in line with their developmental stage.

Resources are tailored to each pupil's ability and will generally be of a more visual nature. Practical activities will be used in all lessons and in particular, tasks will be practiced until at an appropriate level of independence. Some pupils will have a good knowledge of society's expectations and personal boundaries but struggle to apply them into real situations. These pupils may have specific learning objectives or Individual Support Plans that address these difficulties. Girls that appear to be approaching menstruation will be given 1-to-1 sessions, practical support and resources for parents to use at home. The Home School Worker liaises with parents to give individual support for specific difficulties.

All staff will have appropriate support as necessary in order to deliver high quality Relationship and Sex Education. Where subject areas are taught that focus on more intimate aspects such as menstruation or inappropriate touching then staff will meet as a team to plan and share concerns. If necessary advice, is sought from outside agencies eg. NSPCC on how to teach these concepts to pupils with additional needs and parents will be informed of the content of the programme.

**Safeguarding:** All staff are fully aware of their responsibilities in reporting concerns about pupil's emotional and physical safety. It may be that certain subjects lead to disclosures or trigger unwelcome memories for vulnerable pupils. Staff will communicate with Senior Leaders and specifically the School's Designated Safeguarding Leads in these instances (in line with the school's Child Protection policy). Teachers know their pupils well and will be aware of their backgrounds and emotional needs (particularly with Looked after Children). They will therefore be prepared before teaching subjects that may be sensitive for specific pupils. All pupils are taught safeguarding knowledge and skills from Yr R to Yr 6 according to their needs and understanding. For example, pupils may need to learn to wear pants or close the toilet door while older pupils may need to learn never to share their personal details when playing an online game at home.

### **Impact**

The impact of the curriculum and pupil progress in RSE is mainly assessed on an individual basis. It includes the following:

- Progress in pupil IEP targets for PSHE or Wellbeing.
- Positive behaviour development as pupils learn skills in communicating their feelings or social skills in relating to others.
- The achievement of life skills such as using the toilet or managing menstruation.
- Teacher assessment of the impact of lessons and the next steps to be planned in a specific area.
- Progress reported in pupil EHCP reviews and end of year reports.
- The Life Skills and Wellbeing Curriculum Group led by senior teachers has responsibilities that include PSHE and RSE. They moderate the impact of the PSHE/ RSE curriculum via the scrutiny of Midterm Topic plans, PSHE/ Wellbeing Progress book and drop in observations.

### **Parents and Carers**

Riverside Community School views parents as fundamental partners in educating their children. In PSHE and RSE this is particularly important as knowledge and skills may not naturally be learnt by our pupils and will need to be explicitly taught step by step.

School communication to parents & carers explains what is taught at what age and stage to pupils, why and how it is taught. Specific subjects and themes are explained each half term to parents in class newsletters

When Yr 5 & 6 pupils are about to complete the "Growing Up and Moving On" Topic all parents and carers are sent a letter outlining the subjects to be covered and an invitation to a meeting. This meeting explains the content of the curriculum for the different pathways, answers any questions and shares the type of resources that will be used. All parents nationally have a right to withdraw their child from some or all of Sex Education but not from what would be covered under the Science National Curriculum. The key component of the Science curriculum in Yr 5/6 would be conception and birth, however, due to the nature of the pupils' learning levels these topics are not currently covered at Riverside School. Pupils mainly focus on the key themes of hygiene, puberty, privacy and personal safety. The school would wish to have positive conversations with any parent concerned about the content of the Yr 5/6 Topic ("Growing up and Moving On") in order to ensure that the purpose and reasoning behind the programme is clear. We consider it vital that pupils have the opportunity to learn about the bodily changes that occur during puberty before they happen (eg. periods, erections), even if these lessons cover intimate and private subjects.

Parents are ensured that appropriate boundaries about when and where these conversations are held are made clear to pupils before every lesson. In addition, the type of vocabulary to be used for their private parts and the type of visual resources used, is clearly shared with parents via parents coming into school or to suggested activities ideas being sent home.

All parents have been consulted on the content of the RSE Topics taught via Parents Evening in November 2019 and November 2022 & March 2023 via survey and invitation for discussion. 46 parents completed the 2022-2023 survey and generally the view was that pupils should be taught about certain subjects when they are able to understand them. The majority of parents appreciate that their pupils are actually taught aspects of RSE from Yr R eg. shutting the toilet door, wearing pants, who to hug & kiss

The RSE policy and programme is approved by the school Governors and any issues or changes overseen via the Teaching & Learning Committee.

*Written: May 2021 (amended Summer 2024)*

*Reviewed: Oct 2024*

*Next review: Nov 2025*