

## Relationship and Sex Education Policy (SEND)

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Date: **April 2021**

Review date: **April 2024**

## Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high quality education for learners through school-to-school collaboration, Trust direction, high challenge and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our learners, employees and stakeholders. Respect for all underlines our seven core values:

Respect  
Equality  
Self-worth  
Partnership  
Enjoyment  
Communication (a voice for all)  
Trust

### Equality Impact Assessment

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The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

### Relationship and Sex Education School Ethos

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The school believes that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the learners' ability to lead their lives safely, responsibly and make informed decisions.

A successful programme embedded in the school's Curriculum will help learners respect themselves and others as they develop from children, through adolescence into adulthood. Relationship and Sex Education supports learners in their physical, social and moral development- it is integral to our Wellness curriculum.

We want all our learners to be as fully equipped as possible for leading confident, healthy lives with maximum independence. We recognise that our learner's learning difficulties increase their vulnerability to the possibility of exploitation and abuse. The school values the partnership of parents and carers in providing the best education for our learners.

### Aims

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- To provide knowledge and information to which all learners are entitled
- To clarify/reinforce knowledge the learners have already acquired
- To raise learners' self-esteem and confidence, especially in their relationships with others
- To help learners understand and cope with their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop their communication skills to ask for help

- To develop skills of language, decision making, choice, assertiveness, which are necessary in a range of situations where sexual behaviour could be a focus
- To promote acceptable and appropriate behaviour in public and private situations
- To give opportunity to develop strategies which reduce the risk of harm to the individual or might be caused by the individual
- To help learners minimise any possibility of the risk of exploitation, misunderstanding and abuse
- To provide the confidence for them to be a responsible member of society
- To provide access to further information and facilities
- Teach learners the correct vocabulary to describe themselves and their bodies

We support the DfE ambition for all young people to stay safe and be prepared for life in modern Britain. This ambition is realised through the development of this policy, which

- extends our current statutory duty to provide age/stage appropriate Relationships Education for the
- primary phase and Relationships & Sex Education for those in our secondary phase. This commitment is delivered
- through Wellness Curriculum for those on the Inspire Pathway (Semi-formal Learning) and via Social Emotional and Mental Health aspect of their individual EHCP pathway for those on Engage (Pre-formal).

### **Sex Education in the Curriculum**

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We intend that all learners shall take part in a suitably differentiated programme of Relationship and Sex Education and personal development at a level which is commensurate with their age, stage and physical development.

Relationship and Sex Education is taught through a rolling programme of concepts that are taught across all key stages within our Wellness area of learning for those accessing semi-formal and formal provision.

In the Primary Classes it will be integrated into the whole curriculum; not taught separately. Areas covered will include:

#### **For learners on the Engage Pathway;**

##### Social Emotional and Mental Health

- To develop relationships
- To develop social play
- To develop an understanding of feelings
- To develop understanding of behaviour

##### Physical and Sensory

- To develop self-care: dressing and personal care
- To develop independence

#### **For learners on the Inspire Pathway;**

## Science

- To develop scientific knowledge and understanding: To understand animals and humans

## Wellness

- To show awareness of self and others
- To develop social, emotional and mental health
- To have a healthy lifestyle
- To protect self from harm
- To show awareness of growing up and body changes
- To develop independence

At secondary level, where stage appropriate classes will continue to look at the above with the following areas added as appropriate, such as:

- What is meant by the term 'relationship'
- Preparation and impact of puberty
- Sex organs; identification and correct names
- Body changes, growing up, puberty, including personality / mood swings, etc.
- Masturbation
- Privacy, dignity and respect, appropriate public and private behaviour
- Skills: choosing, decision making, assertiveness, including body language, dress, touch
- Menstruation: coping with changes and self-help skills
- Friendships
- Sexual relationships
- Safer sex
- Sexually transmitted diseases, including AIDS
- Pregnancy, birth and contraception
- To promote recognition of aspects of sexual behaviour that falls within the jurisdiction of the law.

If there is a perceived need defined by staff or requested by parents, for a child to receive such preparation in the primary department, this will be arranged for the individual child following consultation with the parents of the child and with their agreement.

N.B. The biological elements of Relationship and Sex Education, including naming body parts, puberty and human development are part of the National Curriculum Science programme.

There may be times when learners outside of these phase groups might be taught about various aspects within the RSE programme, but this will be in accordance with learner's understanding of the terminology being used.

Teachers will deliver the curriculum without being influenced by their own values and beliefs.

Some learners access bespoke intervention packaged provided by an external specialist service (Dyverse), this will be arranged for the individual learner following consultation with the parents/carers.

### **Teachers will:**

- Establish ground rules appropriate to their class with learners
- Use distancing techniques to depersonalise situations

- Use their practitioner knowledge of learner's areas of need to further develop their understanding of Relationship and Sex Education.
- Know how to deal with unexpected questions or comments from the learners e.g. admitting that they don't know the answer and will endeavour to find out. Telling the learner they will discuss an issue after the main session if appropriate.
- Use discussion to reinforce understanding of concepts and ensure all learners are able to access through use of relevant related resources
- Know when there are signs that there may be child protection issues being disclosed and refer on the same day to the Designated Child Protection Officer

## Resources

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The most valuable resource in the education of our learners is to be found in the understanding, experience, skills, and creativity of our staff. On occasion specific resources will be employed such as models, presentations, symbols or videos which will be used to reinforce learners understanding of key concepts.

## Outside Professionals

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A copy of this policy will be made available to any outside professional who is involved in anyway with sex education. If any questions arise from consulting the document first representation should be made to the Headteacher.

## Partnership with Parents/Carers

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We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education and sexual matters. Parents/carers can then decide to withdraw their child completely or from elements of the materials or learning activities if they wish. Parents/carers will be invited every academic year to attend training courses to ensure they are fully aware of the content being discussed and taught with the RSE programme.

## Entitlement

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In accordance with the school's Equal Opportunity policy, all learners have access to Relationship and Sex Education regardless of ethnicity, creed, gender or ability.

Parents have the right to withdraw their children from sex education, although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child, they are asked to discuss this with the Headteacher.

## DfE – Statutory Guidance for SEND learners

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Delivery of our Relationship Education is grounded within the following guidance: DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education (p.15, 2019):

*Relationships Education, RSE and Health Education must be accessible for all learners. This is particularly important when planning teaching for learners with special educational needs and*

*disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.*

*School should be aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some learners; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.*

*In special schools and for some SEND learners in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of learners at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.*

## **Implementation**

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Relationship and Sex Education will occur during lessons through discrete or cross curricular lessons for our Learners.

Very occasionally, particular teaching sessions might be arranged in addition to the above, perhaps in contexts where outside professionals are involved, e.g. the school nurse, Dyverse. If this takes place parents and carers will be informed in advance.

## **Inclusion**

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No learner will be excluded from the above because of their special educational need. Themes will be differentiated to a level that is accessible and relevant to each learner's stage of Development and understanding.

## **Safeguarding**

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Relationship and Sex Education will be delivered in carefully planned lessons and in an appropriate context. Matters and issues which are raised by learners in lessons will be addressed with respect, sensitivity and confidentiality EXCEPT where a disclosure of possible abuse occurs, in which case the established child protection procedure will be put into action.

## **Spiritual, moral, social and cultural development**

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Relationship and Sex Education will be taught in the context of the development of positive, caring adult relationships and will explore; issues of commitment; personal choices and consequences on self and others; emotions and feelings, future aspirations and life stages.

## **Assessment, recording and reporting**

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Individual progress in Relationship and Sex Education will be assessed in accordance with the school framework and the results used to plan or develop programmes of work and to inform reports to parents.

## **Monitoring and review**

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The management of Relationship and Sex Education is the shared responsibility of of the Deputy Headteacher (Quality of Education) and Assistant Headteacher (Personal Development). They will

make arrangements for monitoring the implementation of this policy. The Governors will monitor the delivery of Relationship and Sex Education and review the success of this Policy.

#### **Linked National Documents**

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

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