

Relationships & Sex Education Policy

Lime Trust 2024



Policy: Relationships & Sex Education Policy

Date of Policy: August 2023

Date of Renewal: August 2024

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.

Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.

Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.

Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.

Enjoyment is feeling happy, safe and motivated to make a positive contribution.

Communication provides a voice for all, creating a shared understanding through dialogue.

Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.



Equality Impact Assessment

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

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

A successful programme embedded in the Personal, Social, Moral and Health Education (PSMHE) Curriculum will help students respect themselves and others as they develop from children, through adolescence into adulthood. Relationship and Sex Education supports students in their physical, social and moral development.

We want all of our children to be as fully equipped as possible for leading confident, healthy lives with maximum independence. We recognise that our student'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 students.

Aims

- To provide knowledge and information to which all students are entitled
- To clarify/reinforce knowledge the students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students 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 students 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

Sex education in the curriculum

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 and physical development.

Relationship and Sex Education is taught through a rolling programme of concepts that are taught across all key stages.

In the semi and pre formal pathways it will be integrated into the whole curriculum; not taught separately. Areas covered will include:



- Self-awareness - Who am I? What can I do?
- Identifying and naming body parts;
- Gender
- Family and friends
- Skills: choosing, making decisions, saying yes and no;
- Growing and changing

In the more formal classes the areas above will continue to be reinforced, and other areas will be 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.

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 their pathway may be taught about various aspects within the RSE programme, but this will be in accordance learners's understanding of the terminology being used.

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

Teachers will:

- Establish ground rules appropriate to their class with students
- Use distancing techniques to depersonalise situations
- Use their practitioner knowledge of student'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 students e.g. admitting that they don't know the answer and will endeavour to find out. Telling the student they will discuss an issue after the main session if appropriate.
- Use discussion to reinforce understanding of concepts and ensure all students 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

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

Outside professionals

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.

Partnerships with Parents/Carers

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education and sexual matters. Parents/carers will receive a letter before any sessions take place, giving them information on what the school proposes to teach and offering an opportunity to preview the teaching and learning materials. 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

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 pupils

We provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 · Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Under 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 pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. 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 pupils 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 pupils; 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 pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils 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

Relationship and Sex Education will occur during lessons timetabled in the pre formal and semi formal pathways and through discrete or cross curricular lessons for our more formal 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.

Inclusion

No learner will be excluded from the above because of any particular special educational need. Themes will be differentiated to a level that is accessible and relevant to each student's stage of development, understanding and individual need. On occasion, it might be the case that particular resources are utilised in order to ensure best possible access to Relationship and Sex Education for all students.

Safeguarding

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

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

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

Monitoring and review

The management of Relationship and Sex Education is the responsibility of the Headteacher who 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 in conjunction with the PSMHE Policy.

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