



# THOMAS BEWICK SCHOOL

GROWTH THROUGH UNDERSTANDING

## RELATIONSHIPS AND SEX EDUCATION POLICY

### Document History

<b>Policy reviewed and adopted by Local Advisory Committee</b>	<b>January 2021</b>
<b>Review frequency</b>	<b>Annually</b>
<b>Last Reviewed</b>	<b>January 2021</b>
<b>Next review</b>	<b>January 2022</b>
<b>Responsible Officer</b>	<b>PSHE Lead</b>

<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	
1. Rationale for Relationships and Sex Education Policy.....	3
2. What is Relationships and Sex Education? .....	3
<b>Relationships and Sex Education at Thomas Bewick School</b>	
3. Aims of Relationships and Sex Education.....	4
4. Implementation of Relationships and Sex Education .....	4
5. Right to Withdraw .....	4
6. Responsibility . .....	5
7. Requirements in Law .....	5
8. Review .....	5
Appendix 1: Curriculum Content Overview .....	7

## **Introduction**

### **1. Rationale for Relationships and Sex Education Policy**

This policy covers our school's approach to statutory Relationships and Sex Education (RSE). Thomas Bewick School provides education for pupils with Autism Spectrum Conditions between the ages of 3 and 19. In general, our pupils have varying levels of difficulty with social understanding and managing social relationships and many will also experience difficulty around understanding the feelings, risks and responsibilities associated with sexual identity and behaviour. It is the school's responsibility to ensure that all pupils are supported in a sensitive and personalised manner to develop an understanding of their own feelings towards others, individual sexuality and appropriate sexual behaviour, encouraging pupils to manage their lives in a responsible and healthy way. Thomas Bewick School believes that relevant Relationship and Sex Education is an entitlement of all pupils and an integral part of each pupil's emergence into adulthood.

In creating this policy we have consulted with school staff, Local Advisory Committee members, parents and pupils via our school council. We view the delivery of quality Relationships and Sex Education as a tool to safeguard children. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as a one-off event.

### **2. What is Relationships and Sex Education?**

By the end of secondary school, pupils will have been taught content on:

- Families
- Respectful relationships, including friendships
- Online media
- Being safe
- Intimate and sexual relationships, including sexual health

This Relationships and Sex Education policy is aligned to the following school policies:

- PSHE policy
- Relationships Education policy
- Safeguarding policy
- Equal Opportunities policy

# Relationships and Sex Education at Thomas Bewick School

## 3. Aims of Relationships and Sex Education

- To prepare pupils for adult life in Modern Britain.
- To provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- To help pupils understand how and when to ask for help, and to know where to access support.
- To help prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To help pupils stay safe and alert when online.
- To help pupils recognise physical and emotional changes within themselves as they emerge into adulthood.
- To help pupils learn how to manage feelings and emotions and to recognise emotions in others.
- To help pupils build successful and meaningful relationships with their families, peers and other people they work with.
- To help pupils develop an awareness of personal safety and strategies to protect themselves from unwanted sexual involvement with others.
- To encourage self-esteem and self-confidence.
- To encourage respect and consideration for self and others.
- To help pupils protect themselves from the possible consequences of non-consensual and / or unprotected sexual activity.

## 4. Implementation of Relationships and Sex Education

The Relationship and Sex Education (RSE) programme will be taught as a component of the school's PSHE curriculum. Thomas Bewick School follows the *PSHE Association SEND Programme of Study* (attached at the end of this policy). Weekly, timetabled lessons will be taught to all pupils, with content and resources differentiated according to the individual needs of our pupils. Our RSE programme follows statutory national guidance and will be differentiated to meet the needs of all pupils in all phases of the school. Teaching will be underpinned by opportunities for the development of communication, social, independence and life skills, whilst giving pupils time to explore and clarify their own positive values and attitudes. Programme content in each phase of the school will be organised so that it is appropriate to pupil age, individual ability and level of understanding. Topics and themes may be repeated or adapted from year to year in greater depth to take account of pupils' changing needs and development. Where the need has been identified, provisions will be made for one to one or small group teaching where appropriate.

## 5. Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of Sex Education (but not Relationships or Health Education) delivered as part of statutory RSE. This does not include elements of sex education (for example reproductive and biological aspects) that are within the science curriculum. This request should be made in writing to the Headteacher. Upon receipt of this request, a discussion between the parents, the

Headteacher and pupil (where appropriate) will be arranged to discuss and clarify the nature and purpose of the curriculum.

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. In exceptional circumstances however, the Headteacher may take a pupil's specific needs arising from their SEND into account when making this decision.

## **6. Responsibility**

Our link Local Advisory Committee member for PSHE and Sex Education, John Wears, has worked closely with the Headteacher (Daley Barber Allen) and the lead teacher for this area of the curriculum (Andrew McGuinness), in creating the policy and designing curriculum content.

The curriculum content will be taught by class teachers, supported by teaching and learning assistants. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained within this policy and on the school website. Teaching staff will receive annual training from the subject lead on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils.

## **7. Requirements in Law**

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017, makes it a requirement for all Secondary schools to teach Relationships and Sex Education and Health Education from September 2020.

The guidance should be read in conjunction with:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21st Century 2014
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2018

## **8. Review**

This policy has been approved by the Headteacher and the link Local Advisory Committee for RSE and will be reviewed annually. The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school

community. The review will be led by Andrew McGuinness (subject lead) and Daley Barber Allen (Headteacher).

## CURRICULUM CONTENT OVERVIEW

Parents can view this policy and overview of lesson content through material publicly available on our website. Parents will also be invited to sporadic content sessions and will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they may have.

Half Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
PSHE Strand	Self-Awareness	Self-Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World I Live In
Topic Areas	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Positive/unhealthy relationships</li> <li>3. Friendships</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>	<ol style="list-style-type: none"> <li>1. Human diversity</li> <li>2. Rights and responsibilities</li> <li>3. Managing online information</li> <li>4. Taking care of the environment</li> <li>5. Preparing for adulthood</li> <li>6. Managing finances</li> </ol>