



Springfield School

Relationships and Sex Education Policy

August 2022

Following consultation with families

This Relationships and Sex Education [RSE] policy has been written by the Personal, Social, Health and Citizenship Education [PSHCE] and RSE Learning and Teaching Team [LTT] at Springfield School, in consultation with the headteacher, Parents / carers, staff and the Governing Body will be consulted before the policy is agreed. The content of the policy and curriculum has been brought into line with the new Department of Education [DfE] requirements for Primary and Secondary Relationships Education. The policy will be available to read on our school's website and a hard copy will be available, on request, at the school offices.

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Information to support this policy -

- The PSHCE Policy
- Safeguarding Policy
- Confidentiality Policy
- Planning, Assessment, Recording and Reporting Policy [PARR]

1. Introduction

The purpose of this policy is to outline how we aim to support our pupils' social, moral, cultural and emotional development, through our Relationship and Sex Education provision. We place emphasis upon relationships, supporting pupils' understanding and skills in developing positive and healthy relationships, whilst also focusing upon developing knowledge in the areas of health, emotional and mental wellbeing. Through planning and delivering a rich and robust curriculum, we aim to empower our pupils and prepare them for making the best possible decisions as they grow into young adults.

2. Context

Springfield School is a special school in West Oxfordshire. We provide education for children who have a wide range of Special Educational Needs and Disabilities. Pupils are taught over two nearby sites; one site is Primary and the other is mainly Secondary [with some Key Stage 2 pupils]. Our school vision "to provide a safe, happy learning environment in which individuals achieve, flourish and develop self-confidence and respect for others" is at the forefront of everything that we do at Springfield. Our RSE policy encompasses our school's core values and British Values. We are committed to safeguarding all pupils and ensure that our RSE provision supports this. Through teaching RSE, we aim to equip children with the knowledge and skills to make safe, positive decisions through life and to know where to seek help if needed.

All pupils within our school are entitled to access high quality Relationship and Sex Education, regardless of their individual needs and stages of development. Our provision is tailored to each individual pupil, in order to offer them opportunities to achieve their potential, within a safe and happy environment. Our inclusive, whole-school approach ensures that RSE can be accessed in a way that is sensitive and both age and developmentally appropriate.

3. Aims and Objectives

The objective of RSE is to provide lifelong learning about the emotional, social and physical aspects of growing up, including relationships, sex, human sexuality and sexual health. It should support pupils in learning to respect themselves and others through the acquisition of accurate information, developing skills and forming positive beliefs, values and attitudes.

At Springfield School, we strive to create an atmosphere where every member of the school community feels valued, respected and safe. The teaching of building positive relationships is a natural part of every-day life, self-esteem is continually nurtured and the principle of equal opportunities is modelled consistently. We aim to provide pupils with the knowledge, skills and understanding that they need to keep themselves and others safe and to have the confidence to ask for help and support when they need it.

The main aims of RSE at Springfield are to:

- develop awareness and understanding of respect for self, self-confidence and self-esteem
- develop an awareness and respect for others and their views
- prepare our pupils for the opportunities, experiences and responsibilities of adult life
- develop an understanding about sex and relationships that will support pupils to mature into responsible, self-confident and happy young people.

4. Equal opportunities

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Springfield School's approach to RSE will take account of:

4.1 Ethnic, cultural and religious diversity

Different ethnic and cultural or religious groups may have differing beliefs and attitudes regarding RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural or religious groups.

4.2 Sexual Orientation

Some of our pupils may already, or go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, siblings, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.

4.3 Special educational needs

As previously detailed in our 'context' section. Our pupils at Springfield School have a wide range of special educational needs and disabilities. It is vital that all of our pupils have access to a curriculum that suits their individual needs.

5. The Delivery of RSE and the RSE Curriculum at Springfield.

Opportunities for teaching and learning points within the RSE curriculum arise throughout the day within our daily routine. Staff across the school incorporate many aspects of PSHCE/RSE naturally and spontaneously as it is paramount to keeping our pupils safe and prepared for puberty and adulthood. RSE lessons are also taught as a subject, often alongside PSHCE. Elements of the PSHCE and RSE curriculum are also taught in Science and Theme. In Early Years, RSE is taught through the Personal, Social and Emotional Development strand of the EYFS Curriculum.

Our RSE curriculum has been developed over time and is restructured and built upon as guidance and law changes. Our whole school overview details what is covered in which Key Stage. We use a 'revise, teach and explore' approach to our planning (Appendix 1). This overview has been written using a combination of the 'planning framework for pupils with SEND' provided by the PSHE Association, guidance provided by the DfE and ideas that have arisen from discussions with our Senior Leadership Team, PSHCE/RSE Learning and Teaching Team and Class Teachers. It covers what pupils 'should be taught' in line with statutory guidance, based upon the following areas.

By the end of Year 6, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

By the end of Year 11, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Lessons are delivered in ways that suit individual learners' needs and differ among classes and cohorts as a result of this. Class teachers and their class teams know their pupils well and are dedicated to planning, preparing and delivering lessons that are of a high quality and personalised, where appropriate, to meet the needs of each and every pupil. Each class has a set of 'ground rules' (Appendix 2) for RSE lessons. Pupils and staff have guidance supplied to them on asking and answering questions appropriately. Lessons are taught in a sensitive way, according to the needs and wishes of pupils. Although statutory guidance is separated into Primary and Secondary, pupils at Springfield will be taught according to their personal level. Therefore, they may still be

working on the primary guidance when they are in a secondary class. This is to ensure that there are no gaps in their learning. Using the 'revise, teach, explore' model, teachers can repeat and build upon previous learning, before moving on.

Teachers regularly discuss good practice with each other, building a bank of shared ideas and resources to teach pupils in a way that is well suited to them. Teachers use a range of teaching resources, many of them designed and sourced themselves to ensure that they are beneficial and accessible for their pupils.

6. Assessing, Monitoring, Evaluating and Reviewing RSE

6.1 Assessing RSE

Teachers will assess pupils in line with the School's PARR policy. An Assessment for Learning approach is used to gather and analyse evidence. They use a baseline assessment as children begin a topic and then assess regularly through taking photographs, making notes, using observation sheets, marking written work, questioning and holding mini plenaries during lessons to check understanding. At the end of a piece of learning, teachers will gather their evidence and measure the progress that a pupil has made in order to plan what to teach next. When classes change, teachers will communicate during a handover and share next steps. Often, pupils will have an EHCP Outcome that will be based on PSHCE/RSE. These are worked on and assessed regularly.

6.2 Monitoring, Evaluating and Reviewing RSE

Teachers continually monitor, evaluate and review their teaching of RSE. Planning and teaching is adapted where appropriate to ensure that pupils progress well. In order to ensure that RSE is taught effectively, it is under systematic review. The PSHCE/RSE Learning and Teaching Team meet several times a year, ask for feedback from staff members and work on an updated action plan each year. RSE is taught in line with current laws and guidance and will be reviewed each time new guidance is published. Members of the LTT and Senior Leadership Team will observe lessons, meet with staff and discuss assessments in order to monitor teaching and learning and identify areas for development. The views of staff, parents/carers and governors are considered when making changes and improvements to this policy, on an ongoing basis.

7. Confidentiality and Safeguarding

We have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers.

The policy states that:

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or wellbeing.

Professionals who may visit to assist in the delivery of our RSE curriculum will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Teachers conduct RSE lessons in a sensitive manner and in confidence. Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred and designated members of staff will seek advice from the relevant agency.

8. Roles and Responsibilities

Teaching staff are all involved in the school's provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE, given opportunities to feedback and have access to support and training.

Teaching Assistants are involved in a supportive role in some RSE lessons and also play an important pastoral support role with pupils. For example, in general daily conversation or at lunch times.

The Senior Leadership Team and school governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents and carers have a legal right to have access to information about the school's RSE provision. This includes information about the programme of work and are welcome to discuss the content of the lessons and resources used.

9. The Right to Withdraw

The following statutory guidance came into effect in September 2020. As explained by the PSHE Association below.

“Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.”

Parents/carers at Springfield School will receive letters each school year, to share information on what the teacher will be covering over the academic year and to provide an opportunity to discuss their right to withdraw. Parents/carers can discuss this at any point with their child’s class teacher, or the Senior Leadership Team.

10. External Agencies

On rare occasions, representatives from external agencies may visit to support the teaching of RSE lessons alongside teaching staff, for example, a nurse. Staff may also work with representatives from external agencies when receiving training. Any visitors will be expected to adhere to our confidentiality and safeguarding policies.

11. Support

Springfield School will do their utmost to support families and pupils within the school, however, there may be occasional cases where advice needs to be sought from alternative support services. There are many organisations and agencies that will be able to provide excellent support where necessary. School staff will discuss this with individual families if there is something in particular that they would like more support with and assist them in seeking a service that is right for them.

This policy will be renewed on or before: July 2023

Appendix 1 – Curriculum overview

Relationships and Sex Education at Springfield School

EYFS teach RSE through the Personal, Social and Emotional Development strand of the EYFS Curriculum. KS1 teach RSE through PSHCE, Science and Theme curriculum.

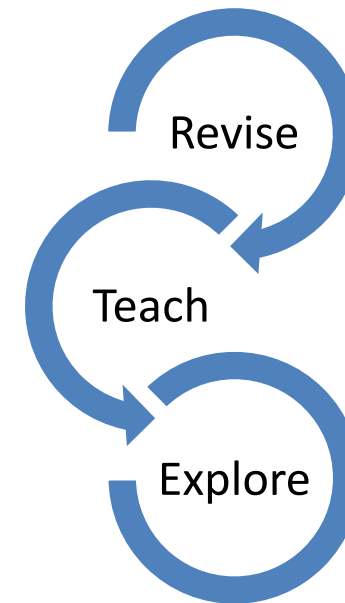
Key Stages 2, 3 and 4 teach RSE in discreet lessons.

Each Key Stage follows the Revise, Teach, Explore method.

Revise Topics taught at previous Key Stage / year for assessment purposes this can be dependent on pupil need and understanding

Teach new material as appropriate to the Curriculum plan for the Key Stage / year

Explore new topics as found in next Key Stage when pupils are ready



The Scheme of work for each Key Stage is repeated yearly to ensure every topic is explored in different ways to improve depth of learning and experience.

From Key Stage 2 each class has a subject folder with the main resources needed to teach the appropriate scheme, a copy of the standard letter for parental permission for RSE and a copy of the scheme to be covered. Teachers can also ask the RSE Learning and Teaching Team members for support with other resources if needed.

<p style="text-align: center;">EYFS Personal, Social and Emotional Development strand of the EYFS Curriculum</p>	<p style="text-align: center;">KS1 Covered through PSHCE, theme & science</p>	<p style="text-align: center;">KS2 Discreet lessons (3-year rotation)</p>	<p style="text-align: center;">KS3 Discreet lessons (3-year rotation)</p>	<p style="text-align: center;">KS4 Discreet lessons (2-year rotation)</p>
<p>Teach Families and people who care for me -to include different types of family. Including single parent, same sex families, living in care, adoptive families. Friendships Strangers Feelings and emotions Babies Public and private – body parts / places / clothing</p>	<p>Teach What is a family? Families are all different- include same sex, foster, adoptive, live in one house or different houses. Characteristics of a family Importance of friendship Who are my friends? What makes a good friend? How friends make me feel. Respect for others -conventions of courtesy and manners What is bullying Public and private- body parts/places/clothing Strangers and how to respond safely and appropriately. Explore different types of emotion. Identify own emotions Explore Importance of permission-seeking and giving in relationships Saying 'no' Personal safety</p>	<p>Revisit / Teach Content from KS1 Families can be different from our own. Why families are important – love, security & stability. Family life can make us feel unhappy/unsafe Marriage is a formal legal commitment between 2 people. How people choose/make friends Characteristics of a friendship Friendships have ups and downs and how to deal with this. Respect for others Need for self-respect Different types of bullying Importance of permission-seeking and giving in relationships Saying 'no' Online relationships same principles apply Appropriate boundaries for friendships Recognise own feelings and know how to share these with others How to ask for help How to report concerns</p>	<p>Revisit Content covered in KS2 Teach Legality and responsibility of marriage How friendships change as we get older Characteristics of healthy and positive relationships – include good and bad touch How to solve conflict Stereotypes and the damage they can cause Impact of bullying. Responsibility to report bullying and how to seek help. Rights, responsibilities and opportunity online Online risks Rules for keeping safe online Impact of viewing harmful content Importance of permission-seeking and giving in relationships Saying 'no' Public and private- body parts/places/clothing Strangers and how to respond safely and appropriately. Puberty and the changing adolescent body -physical</p>	<p>Revisit Content from KS3 Teach Choice in relationships to include forced marriage Intimate relationships, the right to say no Tolerance and respect for all- bullying, racial/cultural abuse Criminal behaviour within a relationship - abuse, sexual harassment, sexual violence Legal rights and responsibilities regarding equality. Online safety -the risks, precautions, the law, how data is generated, collected and shared online. Names for reproductive organs Human reproduction Characteristics of a healthy one to one relationship. Intimate and sexual relationships. Choices of sexual relationships affect all aspects of health. Reproductive health including fertility. Contraception How substance use can lead to risky sexual behaviour. Sexually transmitted diseases Pregnancy and choices.</p>

		<p>Extend vocabulary to explain and discuss emotions. Identify how others are feeling Benefits of activities to support mental health – P.E., outdoor activities, time with friends, relaxation.</p> <p>Life cycles – babies and baby animals</p> <p>Growing up</p> <p>Explore Rules for keeping safe online</p> <p>Puberty and the changing adolescent body -physical (Menstruation) and emotional.</p>	<p>and emotional to include menstruation, masturbation</p> <p>Explore How to get support and report online issues. Names for internal reproductive organs Intimate relationships</p>	<p>How to get sexual health advice</p> <p>Explore Responsibilities of parenthood Any area in greater depth as needed by the pupils.</p>
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Appendix 2- Ground Rules



1. We do not laugh at other pupils'

comments or questions. We are all at different

stages of learning and that's ok.

2. We will try not to giggle at

things that the teacher tells us. Sometimes

this is difficult, but if we can't stop laughing, we

can ask for a break outside the room.

3. We will try to join in with activities and

discussions, but if we feel uncomfortable, we can

just listen.

4. We don't ask people personal questions.

5. We respect each other's opinions.

6. We can ask questions or use the question box.