



Reynolds Cross Vision:

To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.

Relationships and Sex Education Policy

Date adopted: 22nd January 2019

Signed: _____
Chair of Governors

Next Review date: January 2023

Signed _____
Head Teacher

Introduction

At Reynolds Cross School we believe that Relationships and Sex Education (RSE) is an integral part of life-long learning and underpins everything we do. It is promoted as relevant and appropriate to the lives of our pupils with us being mindful of family backgrounds, sexuality and family structures.

RSE is about the emotional, social, sexual and physical aspects of growing up. It involves learning about the importance of developing safe and appropriate relationships whilst maintaining personal identity. The positive qualities of relationships such as trust, honesty and commitment are stressed to encourage responsible caring attitudes and develop emotional wellbeing.

When delivering RSE at Reynolds Cross we will take account of the pupil's knowledge, experience and level of ability. It may not be appropriate for all pupils to learn about sex education however they will be taught the aspects which are important and relevant to their individual lifestyle. Teaching is delivered through a structure that addresses and recognises the multi-cultural and religious needs of our pupils.

This Policy was produced by Reynolds Cross School following the advice and guidance of the PSHE Association.

Roles and Responsibilities

Responsibility for RSE lies with all members of staff with support and guidance from the PSHE Coordinator and the PSHE School Improvement Group.

School will notify parents when RSE will be taught and they then have the right to withdraw their child provided it does not include the aspects which are statutory within the Science Curriculum. Should any parent withdraw their child, staff should communicate advice and the importance of sex education.

The Governing Body via the Learning and Pupil Progress Committee, is responsible for the monitoring and reviewing of this policy and its effectiveness on pupil progress.

Curriculum

In line with the Department for Education statutory guidance, relationships education will be delivered to all ages and sex education will be delivered to pupils in Key Stages 3 and above. The 14-19 teachers follow a 5-year cycle of topics which they work on in the summer term and community nurses also support staff and lead puberty sessions during this time. Early Years Foundation Stage pupils will be taught health and self-care, personal and social care which are embedded within the curriculum

Our RSE programme is part of our whole school PSHE education programme and is taught both through cross-curricular and individual lessons. These are differentiated as appropriate and specific discreet lessons are taught when necessary.

There is a continuous programme of improvement to incorporate relationship education into the curriculum. This expands as appropriate in line with the needs of individual pupils as they progress through the school.

Areas of the curriculum which will be focussed on are:

- Learning to communicate and interact with others.
- Understanding and developing different types of relationships e.g. family, friends, staff, other pupils and intimate.
- Developing positive self-esteem and emotional resilience.
- Respect for self and others including how we are all different.
- Learning about our body parts, including private and public behaviour.
- An awareness of how our bodies function and learning to be proud of our bodies.
- Health and Wellbeing.
- Love and different kinds of loving, including maturing and affection.
- Learning about living in the wider world.
- Recognising and coping with a range of different emotions.
- The rights of a person in deciding about their own relationships.
- Being able to keep safe and help in understanding media coverage and other issues where appropriate and the fears and confusion that may surround any topics.
- Recognising abusive relationships and knowing how to seek help.
- Communication using appropriate Makaton signs which are taught with guidance and support from the school specialist.

Learning and progress will be continually monitored and assessed to guide teachers to plan the next stage of learning for pupils. PSHE related and specific targets are set using the development walls and pupil's PLP plans break down and individualise targets as necessary. These are then recorded and moderated using the school MAPP system. In sex education teachers currently use completed work and their professional judgement in order to plan pupil's next steps for learning.

Safeguarding

Reynalds Cross School will provide a safe learning environment to ensure that pupils feel confident and comfortable to deal with any sensitive issues and concerns and to help their understanding. Confidentiality is important, however, staff will not promise this if they believe a pupil is at risk i.e. that a pupil is illegally involved in a sexual activity, is likely to be illegally involved in a sexual activity or may be the victim of abuse. If this is the case, then that member of staff will follow the School's Safeguarding and Child Protection procedures and as such will immediately inform the Designated members for Safeguarding Children.

References

"Science Policy"

"PSHE Policy"