



# Relationship and Sex Education Policy - Woodview

Policy implemented: September 2022  
Last reviewed: September 2023  
Next review due: September 2024

## 1. Summary

This policy is written in accordance with the statutory guidance from the Department of Education, issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996: Relationships and sex education (RSE) and health education.

Woodview is a specialist provision primarily for students with speech, language and communication needs.

Within Woodview, the main aim of relationship, sex and health education is to help and support students through their physical, emotional and moral development. It promotes respecting themselves and others and supports the transition from childhood through adolescence and into adulthood.

As Woodview is a special school, it recognises that it has a sensitive role to play with regards to relationships, sex and health education, particularly in view of our students' communication needs. Students with learning difficulties generally need more help in coping with the physical and emotional aspects of growing up, they may need more help in learning what sorts of behaviour are and are not acceptable and they may need to be warned and prepared against unacceptable behaviour by adults.

It is recognised that the prime responsibility for bringing up children rests with parents and carers, and that they are key figures in helping their child to cope with the emotional and physical aspects of moving into adolescence and adulthood. Teaching at the school therefore aims to be complementary and supportive to the role of parents and carers.

## 2. Aims

At a level appropriate to a student's age and stage, the overarching aims of Relationship and Sex Education (RSE) within Woodview are:

- To provide students with the appropriate vocabulary needed to take an active part in their learning
- To make students aware that meaningful relationships are built on trust
- To recognise the need for responsible and caring relationships within the family unit
- To recognise different types of relationships, including same sex
- To develop a sense of mutual respect and care for others
- To explore a range of attitudes and values towards sex-related issues and help young people reach their own, informed opinions
- To encourage students to challenge gender stereotypes
- The acknowledgement of peer group pressure and the associated moral dilemmas
- To understand the importance of treating others with respect, irrespective of gender and difference to self
- The acquisition of knowledge relating to personal health and keeping safe (including assessing and managing risk)
- The encouragement and development of positive decision making skills
- To prevent acts of sexual harassment, violence and abuse
- Acknowledging the effect of lifestyles and one's actions
- Learning to give and receive support
- Understanding economic wellbeing and developing knowledge of different options available to them as they move into adulthood, including careers

### **EQUALITY AND DIVERSITY STATEMENT**

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

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## 4. Curriculum

Relationships and sex education (RSE) and health education is an explicit part of Woodview's PSHE curriculum, which is informed by the PSHE Association Programme of Study. It is delivered through a diverse, stimulating curriculum that meets the individual needs of all students. PSHE helps to give the students the knowledge and skills to lead as healthy and independent life as appropriate to their individual need. Within Woodview, PSHE covers the following core themes as part of a spiral curriculum:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our programme encompasses the statutory guidance for RSHE and sets out learning opportunities for each year group, in each core theme. However, it is important that the programme remains flexible so it is able to adjust to the students' development, readiness and needs, as well as their prior learning, experience and understanding. By operating as a spiral curriculum, we provide opportunities for our students to learn and revisit this learning, so they can build on their knowledge and understanding as they grow and progress. By providing opportunities to revisit and over learn the topics, learning is not only embedded but it is extended and deepened in an age and developmentally appropriate way.

From year 7, students will build on the knowledge gained during their Primary stage education on developing positive relationships, including friendships, family relationships and relationships with other adults and children and start to learn about intimate relationships, including acceptable/ unacceptable behaviours and contraception. Our curriculum engenders a respect for diversity, and an understanding of how individual's behaviour towards others can have an impact, as we believe having this understanding reduces bullying, including the use of HBT (homophobic, biphobic and transphobic) language and supports the valuing of diversity. Our curriculum recognises the importance of preventing sexual harassment, violence and abuse, and the foundations for this learning are introduced through teaching about asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private. This supports students prepare for specific learning about sexual violence and sexual harassment when they are emotionally and developmentally ready.

Students will also learn how to keep themselves healthy, both physically and mentally and how these two areas are interlinked. Care will be taken to ensure teaching is sensitive and takes into consideration individual student's circumstances.

Our ICT curriculum also teaches students how to stay safe online, particularly recognising the importance of protecting their personal information and the dangers of internet relationships.

A range of resources will be used to ensure all students to access learning at a level appropriate to the individual. These will include multi-sensory resources, such as objects of reference, audio visual recordings, images and symbols.

## 5. Assessment

Individual student's progress is monitored through the use of personalised lesson targets and evaluated by the teacher, the student and their peers. This feedback is used to inform future planning and provision of resources.

All progress will be recorded on the daily lesson target sheet and retained as a record of attainment for at least one full academic year.

## 6. Responsibilities

The Head of Education is responsible for the overall provision of relationship, sex and health education. The Lead Teacher is responsible for the provision within Woodview. Together they will monitor and evaluate the standard of education using a range of approaches, such as lesson observations and work scrutiny.

Each teacher is responsible for ensuring their students are able to access the learning through the resources and approaches used. Differentiation within lessons should be personalised to meet the needs of individual students. Teaching is planned on a termly basis, using the school's medium term proforma.

## 7. Parental Rights

Parents have the right to withdraw their child from all parts of relationship, sex and health education except for those parts included in the statutory National Curriculum for Science. The school, however, will work with parents to ensure they that it is delivering relationship, sex and health education in a way that they support. Parents have the right to view the materials used.

If parents are considering the withdrawal of their child, they should contact the Lead Teacher for Woodview.

## 8. Managing Sensitive Issues

### a) Family/Home Life

Much publicity has focused on the need to emphasis the value of family life. While relationship, sex and health education at Ingfield Manor reflects this, it also acknowledges the range of experiences our students have of 'family life'. What constitutes a happy and caring home life can vary greatly.

### b) Homosexuality

Relationship, sex and health education at Ingfield Manor is not about the promotion of any sexual orientation or activity. We will take a sensitive approach to homosexuality, encouraging respect for all. In line with Government guidance, staff will 'deal honestly and sensitively with sexual orientation, answer questions and offer support'. The school will take a firm line over any incidents of homophobic bullying.

c) Advice for students

Young people need to access a range of sources of support and advice. The school acknowledges the vital role parents play in this process. Teaching staff may offer advice and support to students in line with this policy and relevant Government guidance.

d) Confidentiality

The school follows Government guidance closely in this area. This involves:

- Encouraging students to talk to their parents, giving them support to do so
- Ensuring that students understand that teachers cannot offer unconditional confidentiality
- Reassuring students that, if confidentiality has been broken they will be the informed first and fully supported
- Ensuring that students are made aware of confidential sources of help e.g. school nurse, GP, advice centre
- If there is any possibility of abuse, the school's safeguarding policy and procedure will be followed by referring directly to the school's designated safeguarding lead.

## 9. Useful Links

- Ingfield Mental Health and Wellbeing Policy
- [Child Line https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships](https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships)
- [Contact https://contact.org.uk/advice-and-support/your-child-your-family/growing-up-sex-and-relationships/sex-and-relationship-education-in-school/](https://contact.org.uk/advice-and-support/your-child-your-family/growing-up-sex-and-relationships/sex-and-relationship-education-in-school/)
- [FPA https://www.fpa.org.uk/relationships-and-sex-education](https://www.fpa.org.uk/relationships-and-sex-education)
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- [Preventing harassment in schools handout.pdf \(pshe-association.org.uk\)](#)