



Relationship and Sex Education Policy (RSE)

Date of Adoption:	January 2020
Review date:	January 2023 (or sooner as required)

Brays Special School

RELATIONSHIP EDUCATION POLICY

School Context

Brays School is part of Forward Education Trust and seeks to meet the special educational needs of pupils with Autism, physical and multiple difficulties. The pupils are drawn from an extensive area of Birmingham. It is a multicultural school, and its pupils reflect the cultural diversity of the area, which it serves.

It is a school where diversity is celebrated, Fundamental British Values are upheld, strong partnerships built, and everybody is treated as a unique individual.

Policy Development and Consultation

- The PSHE co-ordinator will review and edit the policy annually with the school senior management team.
- Up to date legislation has been taken into account.
- The policy will be discussed with the Head Teacher and ratified by school governors as appropriate.
- Policy has paid due regard to issues related to National Health Targets, safeguarding of its pupils including CSE, FGM and Homophobia.

What is Relationship Education at Brays School?

It is lifelong learning about physical, spiritual, moral, cultural, and emotional development of its pupils.

It is about the understanding and importance of relationships and the values, qualities and responsibilities in friendships, families, loving relationships and how to develop an understanding of safety in online relationships. It promotes self-respect, confidence, respect and responsibility toward others, marriage, loving relationships, safety, love, and care.

It is also about the teaching of puberty and the changes that occur as young people move into adolescence. **It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.**

Aims and Objectives

- To provide clear guidance for parents, staff, and governors in relation to programme progression and delivery.
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually.
- The programme is an agreed partnership between home and school.
- Relationship education provides a foundation for further work at secondary school.
- To help young people to respect themselves and others.

- To support pupils through their physical, emotional, and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being.
- To understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- To help pupils move more confidently and responsibly into adolescence.
- To support pupils with personal hygiene
- To help pupils to understand a range of views and beliefs about relationships.
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

Moral and Values Framework

The programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school, and the community

Content of Programme

Primary

Our Relationship Education curriculum has been developed through progressive units beginning in Foundation Stage through to Year Six. In years 5 and 6, personal, social, and emotional well-being will be taught in discrete units for puberty education.

Please see overview attached.

Organisation and Methods of Teaching

Planning and delivery of programme.

The scheme of work has been planned by school staff and supporting external agencies.

The programme will be taught by class teachers with supporting staff- this ensures that both pupils and staff are protected.

The discrete puberty programme of puberty will be taught in year 5 & 6 in selected single gender group by trained, confident staff.

Pupils will be taught about the changes related to their own gender, how to manage the changes and where to get help at home and school.

Girls will be made aware of who and where menstruation provision is kept and where the appropriate disposal bins are situated.

Resources used have been selected through the parent and staff partnership. The materials selected are appropriate for each year group and enhance the learning.

Areas of responsibility:

Head Teacher and Governors

- To ensure the legal framework is followed
- Ensure that the policy is made available to parents and that it includes clear procedures for parental withdrawal
- Work with parents, attend meetings with parents and listen to their views

Teaching staff

- To implement the Relationship policy
- To ensure that the policy is followed
- To liaise with the governors on the teaching of Relationships in school
- To liaise with parents
- To respond to the needs of the children and follow the school's corporate practice

SPECIFIC ISSUES

Confidentiality

When teaching, pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA policy and procedure.

Changing Facilities for PE Upper Key Stage 2

In our school we ensure that Years 5 and 6 pupils are offered privacy when changing for PE, by separating pupils into gender groups and separate rooms.

Intimate Care supporting children with SEN

Where possible the school assigns a key member of staff of the same gender to pupils who needs support with intimate care.

Use of Outside Visitors

Outside visitors should be made aware of the Relationship and Safeguarding policy before delivery.

They will be expected to follow the school's scheme of work and that all delivery with pupils will be evaluated.

Answering difficult questions

If a pupil/student asks a difficult question during a whole class session, staff will use the question box approach where possible. If a question box is used, the class teacher is responsible for dealing with all content within 24 hours of lesson delivery.

Pupil's questions will be answered according to their level of maturity and understanding with support from parents.

Questions answered need to follow school policy. Where concerns are raised, these need to be discussed with Senior management.

Working with parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents play the main vital role in providing education about Relationships and Growing up and aims to support parents in this role.

On an annual basis parents will be specifically informed through letter about the discrete lessons and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parent withdrawal

Parents have a right to withdraw their child from those elements of the Relationship programme that do not form part of the National Curriculum. If parents have concerns about the content of RsE or want to withdraw their child, they will need to make an appointment with the Head teacher to discuss this. Any complaints should be referred to the Head teacher and the Chair of Governors.

Provision for pubertal pupils

Class staff will direct pupils to all the necessary resources.

Sanitary disposal units are situated in all of the school bathroom facilities.

Other related policies

Cross reference to other related policies, such as, Use of outside visitors, Use of touch, PSHE, Behaviour, Anti-bullying, Safeguarding and Inclusion.

Equal Opportunities/Inclusivity

The schools Relationship policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability, social background etc. in line with the Equality Act 2010.

Monitoring and Evaluation

PSHE co-ordinator will monitor PSHE books and delivery once a term.

PSHE Co-ordinator / Senior Management Team will undertake an informal evaluation of the programme bi-annually.

The policy will be reviewed annually by key stakeholders.

Dissemination of the Policy

A summary of this policy will appear in the school prospectus/website.

Parents will be supplied with a fully copy on request.

The policy will be presented to all staff and governors.