



# Glenwood School Relationship and Sex Education Policy

**January 2020**

### **Introduction**

This policy reflects the values, ethos and philosophy of Glenwood School in relation to the teaching of Relationship and Sex Education. It provides guidance on, content, planning, teaching and assessment.

The Relationship and Sex Education Education Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

### **Rationale**

The aim of teaching Relationship and Sex Education in the curriculum is primarily to help and support young people through their physical, emotional and moral development. A programme, firmly rooted in the school's framework for Personal, Social and Health Education and Citizenship will help young people to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. Relationship and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of learners at school and within society and preparing learners for the opportunities, responsibilities and experiences of adult life.

From **September 2020**, Relationships and Sex Education (RSE) will become statutory in all secondary schools in England and Relationships Education (RE) will become statutory in all primary schools in England. The Healthy Schools Co-ordinator will ensure that the school prepares for these changes by completing a baseline assessment to ascertain the current level of RSE provision. Following this assessment if there is further work to do to ensure that the school is ready for the introduction of statutory RSE then a Healthy Schools Enhanced Action Plan will be written with support from a Healthy Schools Engagement Worker.

This will go to the Quality Assurance Group (QuAG) in June 2020 and once approved the plan will be implemented from September 2020

### **Aims of Relationships and Sex Education**

In order to learn about physical, moral and emotional development, three main elements have been identified within the Statutory Framework for RSE/ RE:

#### Attitudes and values

- Learning the value of respect, love and care
- Learning the value of family life and stable relationships
- Developing an awareness and understanding of values and morals

#### Personal and social skills

- Learning to manage emotions and relationships
- Developing respect for self and others
- Learning to make informed choices and understanding the consequences
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

#### Knowledge and understanding

- Learning about physical development at appropriate stages
- Learning about human sexuality, reproduction, sexual health, emotions and relationships

- Learning about contraception and the range of support services available

The implementation of SRE and RE at Glenwood will be based on the personal development needs of individual learners as well as identified Outcomes from their Education and Health Care Plan (EHCP).

### **Implementation**

The Glenwood curriculum is personalised for each learner. It is individualised to reflect the learning needs of the learners. PSHED focus weeks are often held half-termly and the 'My Body' and 'Friendship' weeks in particular, allow for a focus on Relationship and Sex Education. During the year individual Class-teachers will identify specific topics relating to Relationship and Sex Education to cover with their class. Working with parents/carers, teaching will be planned to support individual needs, taking into account the age and understanding of learners.

It is recognised that parents/carers should be involved in developing and reviewing Relationship and Sex Education. This will ensure that this policy and the curriculum reflect parents'/carers' wishes and the culture of the community the school serves.

### **Equal Opportunities**

The race, ethnicity and cultural background as well as the interests, strengths and needs of individuals must be considered in deciding on appropriate teaching content and strategies. Teachers will provide any other, adaptations, specific teaching techniques and specialist resources required to overcome individual barriers to learning. The entitlement of all learners to a full curriculum is acknowledged. Relationship and Sex Education is for all learners in school. However, parents/carers have the right to withdraw their child from all or part of the Relationship and Sex Education provided at school except for those parts included in the statutory National Curriculum.

### **Teaching and Organisation**

Individual class teachers are responsible for their own class organisation and teaching style in relation to Relationship and Sex Education, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school. Personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education within the Personal, Social and Health Education and Citizenship framework.

A positive promotion of multi cultural diversity is reflected in the teaching of Relationship and Sex Education.

Learners are given the opportunity to work as part of a group and/or as individuals. The learning task or activity, the nature of the topic being studied and the resources being used will determine the choice of class organisation.

Delivery of Sex and Relationship Education is not the sole responsibility of schools. Members of the wider community, such as health professionals and social workers may have a part to play in delivering this aspect of the curriculum, and should abide by the school's policy.

Issues relating to confidentiality may have to be considered. Teachers cannot offer or guarantee pupils unconditional confidentiality. Teachers need to be aware that, as a result of teaching Relationship and Sex Education, discussion about what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. The Safeguarding Policy would then need to be implemented.

## **Assessment and Reporting**

Teachers must continually assess learners' current understanding and knowledge in order to ensure that appropriate learning targets are set. Relationship and Sex Education will be reported on in the Annual Review of an EHCP and in the End of Year Reports, under PSHED.

## **Monitoring and Evaluation**

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of Relationship and Sex Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Relationship and Sex Education within the school, so that learners make the greatest possible progress and enjoy the learning experience. Evaluation will be conducted according to the priority given to Relationship and Sex Education within the School Development Plan.

## **Review of the policy**

The policy will be reviewed in line with whole school procedures.

Revised February 2020