



Grangewood School
A learning community

RELATIONSHIPS & SEX EDUCATION POLICY

Category:	Relationships and Sex Education
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Version:	1.0
Status:	
Issue Date:	March 2021
Next Review Date:	September 2025



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Scope

This policy applies to the staff of Grangewood School, parents, board of trustees, directors of Eden Academy and pupils of the school

The school must provide relationship education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, the school is required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Grangewood School, we teach RSE as set out in this policy.

Introduction

Grangewood School believes that every child has the right to be valued. We encourage all children to have a feeling of self-worth. As the children develop at different rates and achieve differing developmental levels, they have the right to receive information appropriate to their needs and be supported to develop to their full potential.

Sex and relationships education is taught as part of our personal, social and health education curriculum which aims to focus on:

- developing our children's confidence and sense of responsibility whilst always making the most of their abilities;
- preparing the children to be as independent as they can possibly be;

- developing healthy and safe behaviours and choices;
- developing good relationships and encouraging a respect for difference.

Children have the right to develop their personalities and understand about their bodies and sexual development, as far as their ability allows. We believe that self-esteem and confidence are fundamental to all learning regarding personal and sexual development. Sex and relationships education is about exploring feelings and emotions; it also enables children to be aware of the personal choices they can make and the implication of these on those around them.

As part of the relationships and sex education framework, pupils are taught about the nature and importance of family life. Children should also be given strategies to protect themselves from physical danger and exploitation wherever possible.

Definition

Relationships and sex education is lifelong information about physical, moral and emotional development. It is about understanding of the importance of family life, relationships, respect, love, development and care.

Aims

We aim to provide all pupils with a programme that is appropriate and relevant to their age and developmental level and to respect all individuals for whom they are regardless of their sexuality. We value the uniqueness of each individual.

We aim:

- to raise children's confidence and self-esteem;
- to engender feelings of self-respect and respect for others regardless of gender, race, culture, religion or ability;
- to develop awareness of and confidence to talk about emotions;
- to understand the consequences of actions and choices made;

- to help pupils understand themselves and the pattern of relationships with friends and families;
- to promote knowledge and information about their bodies, their development and their sexuality;
- to encourage a positive attitude to body functions;
- to promote awareness of healthy and personal safety;
- to encourage appropriate behaviour in private and public situations;
- to prepare pupils for puberty.

Curriculum design

There is a whole school approach to relationships and sex education (RSE) as part of the planned curriculum. In Early Years pupils follow the EYFS framework within the area of personal, social and emotional development (PSED). As the children move in to Key stage 1 and 2 the curriculum is organised in to 3 Core sections and these sections are subdivided into topic areas. This is further broken down in our curriculum planning by covering aspects of PSHE in Life Skills (happening all the time) and RSE (Statutory teaching)

The RSE programme will be firmly rooted within the school curriculum therefore being integrated into the daily pattern of school life and across all curriculum areas.

The curriculum map is set out in Appendix 1.

Teaching methods used

A variety of teaching and learning strategies will be used. Where appropriate teaching methods will include class, group, partner and individual work. The children's own experiences and understanding will be used as a starting point when devising a range of activities.

The exact form of each lesson will be determined by the class teacher and will take into account the RSE guidelines and the needs and maturity of the children concerned.

Our children will need plenty of opportunity to have information repeated and reinforced and many will need a lot of support to develop basic levels and understanding.

The most valuable resource is the sensitivity, experience and knowledge of our staff working in partnership with parents.

Information will be given and awareness raised via songs, presentations, pictures, books, puzzles, play, daily routines, PE and, self-help programmes.

Our SRE guidelines indicate suitable resources, which we will continue to ensure, are kept relevant and up-to-date. Staff are trained in and requested to adhere to the guidelines and the school's golden rules (see appendix 2).

Monitoring and Assessment

Class teachers will monitor their pupil's responses and progress and write evaluations in pupil's individual *Cherry Garden, Personal, Social and Emotional Branches* on Tapestry, the schools assessment system.

The SMT will carry out monitoring and evaluation of the relationship and sex education curriculum and policy.

This may include –

- Lesson observations
- Feedback from class teachers about the work covered
- Including sex and relationship education as a regular item at staff and governors' meetings.

Professional Development for staff

All staff have access to policies to familiarise themselves with and to refer to if needed. New staff members are also issued with a staff handbook outlining important procedures and mentors explain the guidelines and golden rules for staying safe.

Sex and relationships education is most effective when taught by teachers who have the necessary subject knowledge and who are able to employ appropriate teaching methods. All staff involved in teaching sex and relationships education should have the opportunity to develop skills, knowledge and confidence in addressing issues with pupils through continuing professional development (CPD).

Staff development may include –

- Team teaching or teachers observing other staff
- Training courses with support to apply learning in the classroom
- In-school training sessions carried out by SMT or external agencies

It is important that when any form of CPD is undertaken staff are supported in disseminating the lessons learnt within school. They should also be encouraged to evaluate its impact on teaching and learning.

Policy development and consultation

The staff have been and remain involved in development of the RSE curriculum, resources and schemes of work.

The sex and relationships education policy should be read in conjunction with the school's PSHE curriculum programme of study.

The framework has been devised from the following guidelines

- DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*
- The PSHE Association *PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND 2020/21*

Partnership with parents

Grangewood School acknowledges that the home-school partnership is essential to provide a consistent approach to sex and relationships education. We recognise that parents are the key people in:

- teaching their children about sex and relationships;
- helping their children to cope with the emotional and physical aspects of growing up;
- preparing their children for the challenges and responsibilities of growing up.

We aim to work together on these tasks so that steps can be taken to address each pupil's individual needs. Parents need to be able to see and agree the policy and have opportunities to discuss the RSE programme. Parents are able, upon request, to view and discuss the resources, curriculum, policy and any schemes of work that are in use or in development at Grangewood School. Cultural and religious views will be encouraged and respected. We feel our programme is appropriate to all our children. We are committed to equal opportunities. We offer parents workshops to discuss important aspects of the RSE curriculum and how they can support their children through different developmental stages,

Safeguarding

All staff are aware that effective RSE, which brings an understanding of what is appropriate and what is not in a relationship and the correct procedures to disclose any children protection issues. Teachers will consult with DSL (designated safeguarding lead) if any concerns arise.

Right for withdrawal

The relationships and sex education programme at Grangewood School will be delivered mainly in a cross-curricular manner via everyday practice. In Years 5 and 6 we will begin to

prepare pupils for puberty and transition in a sensitive and appropriate manner. We will inform parents prior to beginning this work and we will invite discussion with them. We will group pupils carefully and will make appropriate arrangements to meet specific cultural needs. We recognise parents' rights to withdraw children from all or parts of the relationships and sex programme except that covered by the National Curriculum for PSHE and science. Any withdrawal needs close discussion with the Head of School.

April 2021

Appendix 1. PSHE/RSE - Long Term Overview – Thematic Model

PSHE Planning Framework for SEND	
Core Theme 1: Relationships	Relationships (statutory)
	Self awareness
	Self care, Support and safety
Core Theme 2: Living in the wider world	Belonging to a community
	Jobs people do
	Taking care of the environment
Core Theme 3: Health and Wellbeing	Changing and growing (statutory)
	Managing feelings
	Healthy life styles

Appendix 2 Grangewood's Golden Rules



