

Fiveways School



Relationships, Health and Sex Education



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
3 yearly	February 2024	Swavek Nowakiewicz	February 2027

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		02.02.24
Head Teacher	Swavek Nowakiewicz		02.02.24

Details of Policy Updates

Date	Details
18.11.22	Updated policy to reflect new guidance and following parent consultation.
02.02.24	Updated and right to withdraw letter added as appendix A

Fiveways School

A Specialist School for Communication & Interaction

Reviewed January 2024
Next Review January 2027



“What does a good life look like for me now and in the future?”

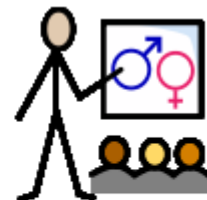


Relationships



Health

and



Sex Education

This policy should be read in conjunction with:

- [Curriculum Policy](#)
- [PSHE Education Planning Framework for Pupils with SEND \(Key Stages 1-4\)](#)
- [Confidentiality Policy](#)
- [Keeping Safe – Safeguarding Policy](#)
- [Equality and Respect policy](#)
- [Behaviour & Physical Intervention Policy](#)

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Safeguarding

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School Aims

- To create a happy and secure learning environment rich in stimulation and challenge
- To ensure all members of the school community can grow in self-esteem and develop to their full potential
- To provide developmentally related experiences responding to pupils' individual needs
- To provide pupils with an education appropriate to the world beyond the classroom
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, and giving them more control over their lives

Introduction: Why is it Important?

At Fiveways School, Relationship, Health and Sex Education (RHSE) is integral to preparation for adulthood and involves lifelong learning about respect, love, care, and good physical and emotional health.

RHSE is about health, different relationships, bodies and changes as we grow. It is not about the promotion of sexual activity.

Pupils need the knowledge, skills and understanding to have the best possible ability to understand their bodies, changes that happen and make positive and informed choices that will keep them safe, healthy and in positive relationships now and in the future.

Pupils with learning difficulties will experience all the normal biological & psychological changes associated with growth and sexual development, and in this respect will experience the same needs and desire as anyone else. Capacity to consent and request privacy may be an issue for some pupils with SLD and PMLD, however, it is important that their life experiences reflect good RHSE principles.

We must provide carefully and sensitively chosen opportunities and contexts for pupils that take into account their age, maturity, learning strengths and needs.

In lower department the focus is on developing positive, safe relationships and health. In upper department and post 16 this continues with the addition of sex education.

In upper school, for secondary age pupils, relationships and sex education provides the information needed to help them understand the physical changes to their bodies and how to manage these e.g. personal care, self-help routines, menstruation. This also includes information relating to emotional changes they experience. Additionally, pupils will be provided with the information which will help them to form and experience meaningful relationships.

Importantly, we recognise that pupils will need to have reached a level of cognitive understanding which enables them to meaningfully comprehend the formal areas being addressed. The sex education aspect of RHSE is therefore only delivered to pupils who have been identified through assessment as developmentally and emotionally ready. As a general rule, this will be those pupils working within Phases 4 and 5 of our school curriculum although this will need to be a judgment on an individual basis.

Working with Parents and Carers

The school is committed to working in close partnership with parents and carers who are key to the teaching of their children about health, relationships, and sex. It can be a sensitive issue and, for many of our pupils, difficult to understand. Parent carers will be informed before specific sex education is undertaken and will be given the opportunity to discuss the content of the sessions. A parent carer who is concerned about any element of this policy, or their child's participation, may arrange a meeting to discuss with the Head teacher. They are also invited to request consultation meetings on an individual basis to discuss their children's needs or any concerns regarding behaviour or sexual development difficulties. Parent carer support group and PFSA are also available for support and advice.

Right to Withdraw

Parent carers have the right to withdraw their child from part or all of the sex education aspect of RSE, unless there are 'exceptional circumstances' up to and until 3 terms before their child turns 16. After this point, it is their child's decision although there may be exceptions under the Mental

Capacity Act. Parent carers **can't** withdraw their child from the relationships or health education aspects of RHSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher who will discuss the request with parents and take appropriate action. (Appendix A) A copy of withdrawal requests will be placed in the pupil's record.

Statutory Requirements

As a maintained special school, Fiveways provides relationships and health education in lower school and relationships, health and sex education in upper school as defined in section 34 of the [Children and Social work act 2017](#). Although not statutory, this work also continues into Post 16 through Pathways to Adulthood.

The statutory Government guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014. At Fiveways School RHSE is taught as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils, parents / carers and Governors. The consultation and policy development process involved the following steps:

- Review: Curriculum subject lead collated all relevant information including national and local guidance
- Staff consultation: School staff were given the opportunity to look at the policy and make recommendations throughout the process.
- Parent, Carer and Governor consultation: These groups were invited to review and feedback on the RHSE policy.
- Pupil consultation: We investigate what pupils know and want to learn through "student council", questionnaire and teacher advocacy based on observation and assessment.
- Ratification: Once amendments are made, the policy was shared with governors and ratified

Aims: What will we learn?

Pupils will be provided with opportunities to understand and develop:

- Self-awareness, confidence, and a positive self-image.
- Ability to make choices and have control.
- Emotional awareness, regulation, and appropriate behaviours.
- Boundaries and social rules.
- Management and communication of needs, feelings, and opinions.
- Positive friendships and healthy relationships.
- Awareness of risky or negative relationships including bullying and abuse.
- Ability to use their voice to ask for help, say "No", respond to risky or negative relationships.
- Ability to keep themselves physically safe.
- Online safety.
- Personal hygiene routines.
- Healthy eating.
- Physical activity.

- Correct vocabulary for their body parts, functions, and growth changes.
- Management of bodily change.
- Awareness of public and private actions.
- Awareness of reproduction.
- Awareness of intimate relationships, sexual intercourse, and contraception.
- Awareness of drugs, dangers, and misuse.

Curriculum: How is it delivered?

Teachers work in collaboration with curriculum leads, parent carers, and school nurse to modify and deliver RHSE flexibly, in manageable units based on the differing strengths and needs of cohorts of pupils.

RHSE is integral to pupils' Personal Learning Goals and milestones in the form of 'I can...' statements which ensure delivery is bespoke to the individual needs of pupils and priorities identified in their EHCP.

RHSE is delivered through our curriculum areas developed specifically for pupils with SPMLD and personalised to ensure meaningful, broad, and balanced learning.

Opportunities and activities are identified and taught principally through the curriculum subjects *Myself & Others*, *Learning for Life*, *My Body* and in Post 16 through the *Pathways to Adulthood*.

For all pupils RHSE activities are planned as part of a sequence but crucially, for pupils with SLD and PMLD, provide opportunities for repetition and overlearning to consolidate and embed learning. Themes will be revisited throughout lower, upper and Post 16 and in different contexts to embed and generalise learning.

RHSE is taught both implicitly and explicitly. Within lower department teaching is predominantly implicit whilst through upper school and Post 16 teaching becomes increasingly explicit and linked to preparation for adulthood.

RHSE may be delivered through:

- Group lessons
- On an individual basis
- Daily routines e.g. hygiene, lunch and snack time, transitions
- Assemblies
- Circle time
- Themed days and activities
- Community based activity
- Informal opportunities

The RHSE programme will be delivered by

- Teachers
- Teaching Assistants
- School Nurse
- Other specified visitors or agencies. Visitors will be used to support, not supplement, the role of the teacher and will be accompanied by a member of teaching staff.

All staff delivering RSHE should:

- Use consistent vocabulary
- Give consistent messages; personal beliefs and attitudes must not influence RHSE teaching

Curriculum: How is it structured?

The curriculum is structured to incorporate RHSE within subject areas Myself & Others, Learning for Life, My Body and in Post 16 through the Preparation for Adulthood Pathways.

NOTE: The following table is as a guide, for some pupils it is necessary to refer to other strands

EYFS	Lower School	Upper School	Sixth Form
Relationships & Health	Relationships & Health	Relationships, Health & Sex Education	Relationships, Health & Sex Education
Personal, Social & Emotional Development Physical Development	Myself & Others Learning for Life My Body	Myself & Others Learning for Life My Body	Preparation for Adulthood Pathways
Self-Awareness Self-confidence Interests & preferences Interest in & engaging with others Making relationships Trying new activities Managing my emotions Moving & acting safely Engaging in physical activity Eat a range of foods Personal routines	Special People & Families Myself & my body Personal care routines Following safe routines Managing my emotions and feelings Getting on with others and healthy friendships Kind & unkind behaviours Healthy eating Playing/working together Keeping myself safe Physical health and fitness Rules & boundaries Basic safety rules: virtual interactions, online and gaming	<i>Building on lower +</i> Virtual, online, social media, gaming rules and using safely My Body & changes Public & Private Basic first aid Safe behaviour: Drugs, alcohol and tobacco as appropriate Labelling and managing my feelings / emotions Positive and healthy relationships Managing hurtful behaviour from others Community appropriate and safe behaviours	<i>Building on upper to prepare for adulthood</i> Virtual, online and social media rules and using safely - community Healthy food/ drink choices and food preparation Exercise and leisure activities in community First Aid Getting help: Physical, Emotional and Mental Health Public & Private Body changes and feelings Menstruation Self-stimulation. Reproduction Safe sexual health and behaviour - as appropriate Positive relationships in family and wider community Managing hurtful behaviour from others Work place appropriate and safe relationships Safe behaviour: Drugs, alcohol and tobacco - if appropriate
Vocabulary of Relationships & Health		Vocabulary of Relationships, Health & Sex Education	

Which frameworks and programmes support and inform planning and assessment?

We refer to and use the following. This list is not exhaustive.

[PSHE Planning Framework for Pupils with SEND](#) (updated 2020) which is fully aligned with the DfE 2020 guidance.

www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key

SoSafe Programme

NSPCC Speak Out. Stay Safe

Curriculum Impact: Monitoring & Review

- Governors will approve the RHSE policy and hold the Headteacher to account for its implementation and monitoring.
- The Headteacher, with curriculum lead, will ensure that RHSE is taught consistently across the school and will manage requests to withdraw pupils from non-statutory components of RHSE.
- Curriculum lead will review this policy every 3 years and at each review, the policy will be approved by curriculum sub committee.
- Curriculum lead will support and monitor implementation and impact of the curriculum as part of school's curriculum monitoring cycle. This includes planning and evidence scrutiny, moderation sessions, learning walks, teacher consultations.
- Class teachers will monitor pupils' development and progress in RHSE as part of internal assessment systems.
- Teachers and their teaching team, will review delivery of RHSE curriculum, responding to the differing needs of cohorts of pupils.
- All staff will work as a team to model and monitor positive attitudes towards RHSE from staff and pupils.
- All staff will be vigilant regarding child protection and safeguarding reporting any concerns to DSLs and recording on My Concerns.

Right to Withdraw Letter

Dear Parent/Carer,

As part of the school's Relationships Health & Sex Education (RHSE) curriculum your child will be participating in relationships and sex education lessons. The lessons are delivered in a balanced and sensitive manner, appropriate to age, learning needs & emotional maturity of pupils.

The areas covered may include:

- Self-awareness and developing positive self-image.
- Ability to make choices and have control.
- Understanding and communicating their needs, feelings, and opinions.
- Keeping healthy e.g. personal hygiene, healthy eating, and physical activity.
- Keeping physically safe including online safety.
- Emotional awareness, regulation, and appropriate behaviours.
- Boundaries and social rules.
- Positive friendships, healthy relationships, and safe behaviours with different people e.g. family, friends, people we don't know, partners.
- Consent and ability to ask for help and say "No"; respond to risky or negative relationships including bullying and abuse.
- Understanding their body, growth, changes, puberty, and reproduction.
- Awareness of public and private actions.
- Awareness of drugs, dangers, and misuse.

Personalised communication systems and relevant vocabulary will be used to support this learning.

As parents / carers:

You **may not withdraw** your child from any aspect of Relationships, Education or Health Education.

You **may withdraw** your child from any or all aspects of Sex Education, (following discussion with school). This is other than any part of the My World science curriculum, up to and until three terms before the age of 16. After the age of 16, guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

Please contact school if you have any questions.

Requests for withdrawal should be put in writing and addressed to the Headteacher who will discuss the request with you and take appropriate action. A copy of withdrawal requests will be placed in the pupil's record.