

SPECIALIST EDUCATION SERVICES

Relationships and Sex Education Policy and Practice

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1 RATIONALE

This document should be read in conjunction with the Curriculum Statement and our PSHE policy, which outlines specific issues underpinning our Curriculum approach at SES and how we approach PSHE which is clearly linked to RHE. Also relevant are the Portfolio of Achievement and Needs (My Journey) Learning Model and comprehensive SES Life Skills syllabus.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of our practice.

SES acknowledges its responsibility to safeguard and promote the welfare of those young people in its care. Developing appropriate relationships, sexual relationships healthy lifestyles is paramount and at the heart of the SES Way.

This document sets out the policy and principles that underpin the whole process of supporting the development of Relationships and Sex Education with the child through planned learning experiences, including twenty-four hour learning experience where available.

2 CURRICULUM INTENT

The intent of the RSE programme closely mirror the aims of the PHSE curriculum:

- to help all students develop as individuals in a wider society
- to understand their relationships with others
- to understand themselves physically, emotionally, socially and sexually

The learning intent for RSE is:

- to be able to make choices and decision
- to develop personal autonomy
- to demonstrate appropriate levels of responsibility and control over their lives
- to make a difference or make changes by their individual or collective actions
- to develop a range of self-help and independence skill
- to promote positive self-esteem, self-confidence and a secure base to support the development of caring and fulfilling personal relationships
- to develop a healthy and responsible attitude to sexual behaviour

The overarching principle of the learning outcomes will be that young people will know or begin to understand the following:

- know and understand the nature and consequences of discrimination teasing, bullying and aggressive behaviours (including cyber bullying)

- be able to interact with peers and adults in a respectful, appropriate and safe way
- understand that they have a right to learn, to be heard and to be kept safe
- understand that they have a responsibility to listen and to respect others at all times

Learning about relationships and sex should be:

- an integral part of the lifelong learning process, with agreed aspects beginning in early childhood and continuing throughout adult life
- an entitlement for all boys as well as girls
- an entitlement for those who are heterosexual or LGBTQ
- an entitlement for those with physical, learning or emotional difficulties; and those with a religious or faith tradition
- an entitlement for everyone whatever their background, community or circumstance is provided for within the holistic context of emotional and social development throughout the community at Specialist Education Services

At Specialist Education Services we are statutorily required to explore lifestyle choices (Life Skills, PSHE and PAN My Journey curriculum) that our young people may wish to make and, having made those choices we are required to develop their use of appropriate language, strategies and skills that they may need to stay healthy and safe. The diversity of the needs within Specialist Education Services, coupled with the additional vulnerability of each of our young people mean the range of learning experiences should include the following:

- laying foundations of understanding about growth and change and respect for one another
- preparation for the changes of puberty, including menstruation
- body knowledge
- understanding about sexual health, managing fertility and avoiding infection (as appropriate to the individual students' level of development)

To support our aims and objectives, SES will actively promote the use of a multi-disciplinary approach to the provision of services, collaborating with young people, their parents/carers and other agencies. This requires a commitment to training carers involved in direct work with young people 'looked after', to facilitate successful implementation of this policy.

SES has a commitment to the provision of high quality services within the context of legislative requirements. The development of this policy in regard to the relationships and sexual health of young people whom we look after, is developed within the framework of the Children Act 1989, the requirements under the Children Leaving Care Act 2000 and the Education Act 1996 and 2002, and the statutory guidance for Relationships and Sex Education (RSE) and Health Education 2020.

This policy covers SES's approach to Relationships and Sex Education (RSE) as set out in the DfE 'Relationships Education, Relationships and Sex Education and Health Education' statutory guidance.

3 THE IMPLEMENTATION OF RELATIONSHIPS AND SEX EDUCATION

3.1 PLANNING FOR RSE EXPERIENCES

RSE schemes of learning are highly personalised and derived from our underpinning RSHE knowledge sequence (combined PSHE and RSE), in order to support them in future pathways.

Our RSHE knowledge sequence is guided by the National Curriculum Framework for PSHE and statutory RSE content. SES establishments fully utilise the PSHE Association guidance (2020) curriculum framework in order to implement teaching and learning of PSHE alongside RSE.

As a core subject, it is arranged in bands from 1- 32; we aspire that all students achieve band 16 as a minimum; this provides the essential building blocks for life. Age related expectations are indicated on the knowledge sequence. The knowledge sequences for RSHE have the following outline:

Health and Wellbeing (KS 1-2, Bands 1-16)

- Healthy Lifestyles
- Mental Health
- Ourselves Growing and Changing
- Keeping Safe

Relationships (KS 1-2, Bands 1-16)

- Families and Close Positive Relationships
- Friendships
- Managing Hurtful Behaviour and Bullying
- Safe Relationships
- Respecting Self and Others

Living in the Wider World (KS 1-2, Bands 1-16)

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Career

Health and Wellbeing (KS 3-4, Bands 17-32)

- Self Concept
- Mental Health and Emotional Wellbeing
- Health Related Decisions and Healthy Lifestyles
- Drugs, Alcohol and Tobacco
- Managing Risk and Personal Safety
- Sexual Health and Fertility (Puberty and Sexual Health)

Relationships (KS 3-4, Bands 17-32)

- Positive Relationships
- Relationship Values
- Forming and Maintaining Respectful Relationships
- Consent

- Contraception and Parenthood
- Bullying, Abuse and Discrimination
- Social Influences

Living in the Wider World (KS 3-4, Bands 17-32)

- Learning Skills
- Choices and Pathways
- Work and Career
- Employment Rights and Responsibilities
- Financial Choices
- Media Literacy and Digital Resilience

Each term the students personalised RSE pathway builds on their previous learning, and knowledge is strengthened, broadened and deepened over time. This approach allows teachers to identify gaps in learning and provide opportunities that will allow them to recover and catch up over time. The rationale for the student's personalised RSE curriculum, with clear links to their EHCP outcomes, is outlined in their Learning Centre Education Plan.

The personalised curriculum pathways for students will link closely to a range of areas within SES, including the PAN My Journey process, Life Skills, CIGA and the 24 hour learning environment.

Planning for PSHE will take a variety of forms for which personalised schemes of learning and units of work will include:

- Individual work;
- Group Work;
- Classroom based learning;
- Extended learning in the wider community.

All young people are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

The teaching of RSE enhances learning by offering a range of opportunities to improve young people's knowledge and understanding of different types of relationships, their own emotions and the changes that they will experience as they grow up and become adults (linking RSE to PSHE and Life Skills which are already embedded in the Teaching and Learning at Specialist Education Services).

Using the curriculum knowledge sequencing for RSE (RSHE) we will directly involve students by teaching a high quality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. However, this approach may often require a closer examination of individual and group needs. This might include RSE being taught at a primary level to children who are in KS3 or 4 depending upon their social, emotional and academic needs.

SES recognises, but is not limited to, the common framework provided by the structuring of Relationships and Sex Education within the National Curriculum.

3.2 TEACHING AND LEARNING STYLES

Key elements of teaching methods in Relationships and Sex Education are:

- Knowledge imparted by the teacher
- Creative activities related to elements of the topic
- Question and answer
- Individual and group enquiries
- Use of a range of media presentation
- Use of Computing
- Use of a variety of printed and textual material
- Role play and drama
- Discussion and debate
- Story telling

Approaches to learning will to a greater or lesser extent involve an enquiry method:

- Asking questions and possibly forming hypotheses
- Drawing conclusions

Activities that enhance student skills and experience are:

- Discussion and debate with others
- Writing including narrative, analysis, explanation and description
- Communication/presentation of findings in a variety of ways to the group or a wider audience
- Tasks which develop knowledge, skills and understanding
- Activities should be balanced between activities which are short in duration and those which have scope for development over an extended period
- Activities should, where appropriate, use student's own interests or questions
- Activities should, where appropriate, involve both independent and co-operative work
- Activities should encourage students to become more confident in the use of a range of media and equipment
- Activities should encourage students to become confident in the use of a range of materials available through Computing

Physical resources should not be seen as a barrier to Sex and Relationships Education delivery. Resources should be tailored to the varying needs of individuals and appropriate for the intended purpose and the emotional age of the individual.

3.3 EQUAL OPPORTUNITIES

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students, in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/cultural differences
- Social-class differences
- Ability differences

- Gender differences

3.3.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by students.

3.3.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

3.3.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge whatever their background.

3.3.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

3.4 RELATIONSHIPS AND SEX EDUCATION AS A CROSS CURRICULAR SUBJECT

It is important to stress the inter-relationship of RSE with many other areas of the curriculum and with aspects of communication and social functioning beyond the Learning Centre day. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon student's RSE understanding and skills. All staff need to be skilled at finding unobtrusive ways of taking advantage of the total living experience without this intruding on the naturalness of domestic living.

Cross curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

In particular, the RSE programme is committed to relevant learning across the curriculum including links with Citizenship, British Values, Life Skills, PSHE, Science, Religious Education and our SES Way (incorporating Thrive) on matters such as abortion and same-sex relationships.

3.4.1 Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

In RSE learning outside the classroom is also integral as a significant aspect of learning will be in the home environment as it may be that it is with particular adults, individuals feel most comfortable to discuss issue relating to RSE or that issues arise which need addressing. At times it may also be that the more informal space of the home environment, makes it easier for individuals to discuss issues and topics. At SES we actively promote this where in the form of discussions with the care team, or through our life skills program. Every interaction with an adult is viewed as a learning opportunity and this is particularly integral to ensuring a thorough RSE curriculum is delivered.

3.5 RESPONSIBILITY FOR TEACHING RSE

Whilst all Learning Centre staff and Care Team staff have overall responsibility for RSE to differing degrees (from academic to 'parental' roles), the RSE curriculum will be formally taught (in the main, and where appropriate) by teachers. All of those who deliver RSE will regularly update their knowledge and expertise incorporating the support of other professionals including the school nurse, local sexual health services, and safeguarding professionals. Additional targeted professional development will regularly be available to all staff in the Learning Centre and amongst the Care Staff who have an important, parental style role in the delivery of RSE.

Following advice and guidance from the staff at SES, the Learning Centre will buy into any suitable recommended visiting projects that can help young people with their Relationships and Sex Education. These may include theatre and role-play projects or charity groups such as The Matthew Project. Whenever possible, engagement with the projects are also offered across both SES sites.

Any RSE lesson may consider questions or issues that some young people will find sensitive. Before embarking on these lessons ground rules are established which enable the young person/people to feel comfortable and confident that their

opinions and experiences will be treated with respect and that they will be supported using the therapeutic methods highlighted in the SES Way documentation.

When young people ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the young person, the question may be dealt with at another time with support from other professionals such as Dr Kate Sillifant or social workers.

3.6 SAFEGUARDING AND SEX AND RELATIONSHIPS EDUCATION

Relationships and Sex Education is delivered with confidentiality between the individual/s and adult delivering the information, however it is important that should the adult believe there is a risk or danger posed to the individual (past or present), they refer to SES Safeguarding procedures.

In terms of keeping safe, specifically these young people require a particularly high level of staff vigilance since they may not have the capacity to understand concepts such as keeping safe, e.g. CSE and FGM. These young people may also already be highly sexualized or traumatised due to experiences prior to placement at Specialist Education Services.

3.7 RIGHT TO BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Head of Education and/or SES Principal would discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Due to the complexity of the factors regarding placement at SES, the social worker would also be updated. If following discussion the right to be excused is implemented, the SES Principal will write to the parent(s) to confirm the decision and keep this record on their main file.

Once the discussions have taken place, except in exceptional circumstances, SES will respect the request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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. The child's special educational needs may need to be taken into account when making this decision.

The Head of Education will automatically grant a request to withdraw a pupil from any sex education delivered within the primary phase, other than as part of the science curriculum.

There is no right to withdraw from Relationships Education or Health Education.

3.8 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created pupils and adults

Adults at SES, are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work ensuring feedback is given to support young people's continual progress in this area.

3.9 PROGRESSION IN RELATIONSHIPS AND SEX EDUCATION

Progression includes:

- a steady acquisition of new, knowledge and understanding
- moving from familiar to unfamiliar contexts or places
- meeting needs which demand more complex or difficult solutions
- consolidation of knowledge in a range of contexts

At SES progression is assessed against the knowledge sequences for the subject.

3.10 DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Relationships and Sex Education provides wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

In planning for our students, the following factors should be considered:

- Activities should build on what our students already know and can do
- Our students need immediate and regular encouragement, praise and reward
- The activities should be broad enough to allow scope for development and not prevent more able students from extending their learning

- The work should be pitched at the age, maturity and ability of the group and/or individual
- Tasks should be differentiated according to individual student needs
- Consider the balance between group activities and individual differentiated tasks for specific students

To achieve this, clear attention should be given to the following:

- A range of appropriate equipment
- Using a variety of teaching methods to elicit a particular response
- Organising the group in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback.

The method of assessment and reporting should provide feedback, which is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where Computing is being used, simplified software guides
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement
- Use of visual prompts to support learning

3.11 ASSESSMENT AND RECORDING

We will ensure that all of our young people have equal access to the RSE programme by respecting students' unique starting points and providing highly differentiated and individualised learning that takes into consideration different abilities, levels of maturity and personal circumstances, including trauma and experiences before placement at Specialist Education Services.

We will assess students' learning through teaching observation noting changes of individual emotional states, peer interaction (where appropriate), behaviour, awareness and attitudes.

3.11.1 The marking of students work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

3.11.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and student. Where appropriate an evidence base is collated for an episode of learning this can take various forms, e.g. files, exercise books, scrap books, digital media files.

3.11.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

3.12 EVIDENCE FOR LEARNING

Every student has a unique and personalised learning journey that is based on their individual needs and starting point. Evidence of Learning enables Learning Centre staff to capture and create a rich, comprehensive picture and narrative that details learning and progress for each student. The subject knowledge sequences are available to track and record professional judgements on progress, alongside the students personalised EHCP and LCEP outcomes, and broader PAN targets.

3.13 RELATIONSHIPS AND SEX EDUCATION AND MENTAL WELLBEING

Teaching about mental wellbeing is central to RSE. Through working alongside key professionals (e.g. our Independent Child and Adolescent Psychiatrist, Dr Kate Sillifant) we are able to identify universal entitlements for our young people that will support them to live safe, fulfilled and healthy lives, as well as ensuring that they are protected at all times from relationship-led or sexual harm.

4 IMPACT

The impact of effective RSE enables students to make safe and healthy decisions as they progress to adulthood. They will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

It teaches students to understand human sexuality and to respect themselves and others. It enables them to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Successful RSE helps our students understand family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. They are enabled to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. They should recognise that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students will learn about character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Effective RSE is an integral aspect of the PAN My Journey learning model and is fundamental to providing hope and aspiration to flourish as an active citizen in society, giving renewed optimism that prepares them for their journey through life.

5 SMSC AND BRITISH VALUES IN RELATIONSHIPS AND SEX EDUCATION

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice Document.

5.1 SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for students.

Examples of SMSC development within Relationships and Sex Education are:

Spiritual

- Relationships and Sex Education is fundamental in promoting a sense of wonder and desire to explore the world, and fundamental to this the development of an understanding of scale, and how small changes such as climatic changes, can have extensive consequence, on both a local and world scale.
- Relationships and Sex Education promotes the understanding of links between life and the processes, which create and shape it.
- Within Relationships and Sex Education pupils are encouraged to reflect, one right and wrong, the impact of humans on others, ecosystems and land.

Moral

- Relationships and Sex Education encourages exploration of impacts, which promote moral debate. For example, the impact human life has on the world and issues around population including overpopulation.
- Pupils are offered the opportunity to explore the different lifestyles of individuals, including individuals who live in shanty towns/favelas and how they are fair and unfair.
- Pupils explore controversial moral issues such as fair trade and food miles and the dilemma around importing food, including the consequences importing has on the wider world.

Social

- In Relationships and Sex Education, young people explore social issues, including issues around population, migration and immigration and are encouraged to reflect on the impact of these processes on the world.
- Pupils are encouraged to look at ways they can make a difference, for example through lifestyle choices.
- Pupils are encouraged to be leaders in different situations, as well as to be able to work as part of a team without being in a lead role.

Cultural

- Pupils at SES are actively encouraged to develop an understanding of different cultures.
- In Relationships and Sex Education pupils are taught about a range of cultures and traditions. We educate pupils in being able to understand the impact of beliefs and traditions of people, for example, marriage and death.
- Pupils learn about the impact of natural disasters on cultures and understanding the development of the world as a global community.

5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth- produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

6 OTHER CONTEXTUAL PUBLICATIONS

This policy reflects a range of national guidance and publications that are reference points and sources of material, including:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Our RSE programme complements Specialist Education Services policies for:

- Curriculum Intent
- Personal, Social and Health Education
- Science

- Acceptable Use of Technology
- Safeguarding and Child Protection
- Equality and Diversity
- Partnership with Families
- Promoting British Values
- The SES Way (an Exploration of our Therapeutic Model)

APPENDIX A

What students should know by the end of primary (**KS2**) and secondary school (**KS4**) (DfE)

'Relationships Education, Relationships and Sex Education and Health Education' draft guidance, February 2019).

By the end of Primary School (KS2)

Families and people who care for me. Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 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.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships. Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships. Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners

- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships. Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe. Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

By the end of Secondary School (KS4)

Families. Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. Respectful relationships, including friendships

Respectful relationships, including friendships. Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non- sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media. Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared and used online.

Being safe. Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts,

including online). Intimate and sexual relationships, including sexual health Pupils should know

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
 - the facts around pregnancy including miscarriage.
 - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Please note that although young people at Specialist Education Services may be chronologically within KS2, 3 or 4 they may not emotionally or academically match these bandings. At all times young people will be taught the RSE curriculum in a manner which is both appropriate to their levels of understanding and their emotional needs and requirements.

APPENDIX B

TURNSTONE HOUSE

*Birtwick Park, Old Bungay Road
Kirby Cane, Bungay
Suffolk, NR35 2HPP*

***Principal:
Registered Manager:
Head of Education:***

Tel: 01508 517000

Consent for Participation in Sex Education curriculum

SES acknowledges its responsibility to safeguard and promote the welfare of those young people in its education and care. Developing appropriate relationships, sexual relationships and healthy lifestyles is paramount and at the heart of the SES Way.

Within the Learning Centre curriculum, all children will learn about relationships and sex to ensure that they are fully supported to understand themselves physically, emotionally, socially and sexually

As a parent, you have the right to request that your child be withdrawn from some or all of sex education delivered as part of our Relationships and Sex Education.

If you are happy for your child to participate, please provide consent by signing this form. If you would like your child to be excused, we would strongly suggest that you discuss your concerns with the Head of Education first before taking this decision.

SES will respect any request to withdraw a child from the sex component of the RSE curriculum, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, then we would make arrangements to provide your child with sex education during one of those terms.

Further details are available in our Relationships and Sex Education Policy and Practice document.

There is no right to withdraw from Relationships Education or Health Education.

Mrs V Collings
Principal

Child's name (in block capitals):

Parent/carer's name (in block capitals):

Parent/carer's signature:

Date: