



Sladewood Academy

Relationships and Sex Education (RSE) Policy

Authorised (Headteacher): Katy Hanna

Authorised (Chair of Governors): Peter Beaudro

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1. Introduction, Definition and legal requirements

Within Sladewood Academy, the teaching of Relationships and Sex Education (RSE) is treated as an aspect of the Personal, Social and Emotional (PSHE) curriculum, and has regard of recent relevant legislation and guidelines. The scheme of work complies with statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education published 25/06/19 and updated on 13/09/21. It also follows guidance from the PSHE Association's SEND Framework, and the Gloucestershire Healthy Living and Learning PINK curriculum.

Relationships Education is now compulsory in all primary schools in England. Relationships Education is considered a core subject throughout our setting, with RSE considered to be an integral part of this core subject. The reasoning behind this is that RSE supports our pupils to make a happy, healthy, and safe transition into adults.

In the Relationships Education, Relationships and Sex Education, and Health Education in England paper (2019), the DfE states that 'Relationships Education, RSE, and Health Education must be accessible for all pupils' and that all pupils are entitled to 'high quality teaching that is differentiated and personalised'. Therefore, we have a duty to ensure that children with SEND are properly included in RSE.

2. The key areas from the relationships and sex education framework and content of the RSE curriculum at Sladewood.

According to statutory guidance from the Relationships Education, Relationships and Sex Education (RSE) and Health Education framework, pupils should know (by the end of Primary School) information regarding:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We use this guidance to inform the content of the RSE curriculum at Sladewood.

A full breakdown of the topics within these strands is detailed within the statutory guidance itself and is located here.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)

3. Consultation

This policy has been developed in consultation with staff, learners, and LAB members. As we are a new setting, we now aim to involve parents and carers in the ongoing review and development of this policy.

Ongoing consultation and monitoring:

- Staff Meetings will be scheduled to address the implementation and teaching of all discussed within the policy.
- The policy will be presented to the LAB for approval.
- The policy will be made available on our school website and can be provided in paper form, or by email, upon request.

- Once the policy has been approved, parents/carers will be informed and consulted. Closer to the time of studying RSE (Term 6), parents will be provided with an information leaflet (or similar) outlining the content of the stage in which their child will be taught. If they have further questions or concerns, they are invited to meet with the Senior Leadership Team, the PSHE Co-ordinator, or their child's Class Teacher to discuss this further and plan for their child's RSE education. They will be kept updated and given the opportunity to ask personal questions relevant to their individual throughout the year via the Class Teacher on Class Dojo.
- Pupils themselves will be able to discuss any worries or further questions with their teaching team and familiar adults at school. Some pupils will take part in the Gloucestershire Pupil Wellbeing Survey.

4. RSE at Sladewood

Intent

We strive for all pupils at Sladewood to be independent, safe, and to be able to lead happy, healthy, successful lives. We recognise that RSE is crucial to safeguarding our children and our RSE curriculum aims to provide pupils with the knowledge they require to take responsibility for their wellbeing, health, and relationships. It equips them with the information and skills needed to have safe, meaningful, and enjoyable relationships. We intend, by teaching good quality RSE, to provide our pupils with a safe and nurturing opportunity to explore who they are, what values they hold, their relationships, and future decisions. We also recognise that good RSE can help to reduce harmful behaviour, including sexual offences such as assault and abuse, and can contribute to positive behavioural change.

Implementation

- Relationships Education is consistently reinforced throughout the school day, across the academic year. For example, PSE lessons, assemblies, themed weeks (e.g., Be Kind Week), individual interventions and THRIVE sessions. Sladewood is a Relational School and, therefore, relationships form a crucial aspect of our everyday ethos. Pupils will, therefore, develop knowledge and skills related to this as part of everyday life at Sladewood.
- Where appropriate, RSE may be delivered with reference to the law.
- Our guiding principles are led by the DfE guidance, stating that all content must be age appropriate and, vitally, developmentally appropriate. We ensure that content and teaching methods adhere to this.
- All RSE lessons provided at Sladewood use content and teaching methods suited to individual children
- Parents/carers will be informed prior to the time of teaching and given timely opportunity to withdraw their children from Sex Education
- RSE is taught in Term 6 (the final half-term of the academic year) during timetabled PSHE lessons. This ensures that children have had a substantial period of time to develop a safe relationship with teaching staff who will be delivering the RSE lessons.
- We also recognise that RSE may need to be taught through individualised interventions to respond to pupil-specific needs. If this occurs, individualised intervention will take place with the consent of parents/carers.

- Aspects of bodily development and change (e.g., naming body parts, but not including the naming of genitals) may also be covered with 'Our World' sessions to enable pupils to develop a sense of self and a vital understanding of who they are.
- Pupils are assessed using our Educational Health Care Assessment (EHCA) three times per year. This informs our understanding of each child's level of emotional development and social understanding, and will help to determine what stage of RSE teaching and learning is suitable. Please see Curriculum Map (Appendix 2) for further information.
- If there are varied levels of social and emotional understanding within a class, children may be split into differentiated groups to ensure teaching is relevant, meaningful, and suited to their level of development.
- Staff may request additional CPD to support their delivery of RSE, if required.

Impact

The desired impact of RSE at Sladewood is that our pupils are taught the fundamental building blocks and characteristics of positive relationships, including developing the necessary understanding of what a relationship is and the different types of relationship one might have. We hope the impact of our RSE curriculum to be that children learn to respect one another's boundaries and differences, and develop an understanding of what a healthy relationship is. As many of our pupils will already be using the internet, we hope to develop their understanding of a safe, healthy online relationship also. We hope for pupils at Sladewood to develop a greater understanding of what mental health and wellbeing is, and to understand how positive, safe, happy relationships can contribute to overall mental health and wellbeing. Additionally, through the high-quality teaching and learning of RSE, we hope for pupils to develop the knowledge required to recognise and report abuse. At a Primary level, this is reinforced by teaching and learning about boundaries and privacy, including teaching our pupils that they have rights over their own bodies.

5. Management and organisation of RSE
 - The Governing Body has the responsibility to review and approve the RSE Policy and Curriculum, which sits within the wider PSHE curriculum.
 - The Headteacher and Senior Leadership Team offer support and supervision to the PSHE subject co-ordinator and teachers who are responsibility for RSE across the school, and will act on any Safeguarding concerns which arise.
 - The PSE subject co-ordinator is responsible for the all RSE delivered within the wider framework of PSE. They will provide teachers with a programme of study and will offer support and signpost to resources in this subject area. Class teachers will teach elements of RSE as part of the PSHE curriculum.
 - At Sladewood, RSE is taught using class-based, teacher-led learning. RSE is taught in a safe and non-judgemental environment where adults and children feel safe and know that their views are respected. This includes, where possible, ensuring that lessons are taught in the children's normal classrooms and with familiar staff to ensure that pupils feel comfortable, safe, and able to participate.
 - Most sessions will be taught in mixed gender groups but may be supplemented with single-sex sessions if necessary.
 - Correct medical and anatomical vocabulary will be used throughout the RSE and PSHE curriculums.
 - We use a range of communication aids so that pupils are able to identify themselves and their needs in a way that they are comfortable with. Support from multi-agency professionals may be sought to support this (e.g., Speech and Language Therapist).

6. Answering Difficult Questions

At Sladewood, we respect all personal values and beliefs. We recognise that RSE is a sensitive subject and may elicit different views and opinions. We ensure that all teaching and learning is respectful of differences and presents a variety of unbiased views and beliefs. This supports our pupils to form their own informed options, and encourages them to develop respect for views which may differ from their own. We expect our staff team to consistently uphold this anti-discriminative and anti-oppressive respect for diversity.

During RSE sessions – or whenever staff are asked questions that may be sensitive or difficult in nature – we trust that staff will answer questions only if they deem it appropriate to do so when taking into account pupil age, developmental ability, and maturity. Any answers may be given on a whole class, small group, or individual basis, as is most appropriate. If a staff member does not feel able or comfortable to do this, a query may be passed to the Senior Leadership team or PSHE Subject Co-ordinator to follow up.

If a staff member is concerned with any topic or content of discussion, or feels that a pupil is at risk, a referral to the Designated Safeguarding Lead should be made.

7. Personal Care

The nature of our school means that some of our pupils may rely on trusted adult support for some/all of their personal care, and may not have the independence and/or life opportunities that are referred to in many RSE resources. Therefore, we recognise that there is a requirement for sensitivity around this and that teaching methods or resources may need to be adapted to ensure that all pupils have a curriculum which is relevant and accessible to them. Staff are encouraged to seek support and can refer to the PSHE SEND Framework for guidance to inform teaching and learning in RSE.

8. Resources

In order to support RSE teaching and learning, we use a wide range of resources sourced from national and local providers. We strive to ensure resources are interactive, accessible, and appropriate for pupils with SEND. Resources will include those recommended by Gloucestershire Healthy Living and Learning Pink Curriculum, Twinkl resources, and nationally recognised resources from organisations such as NSPCC. We will ensure all resources used are suitable for each child's social and emotional development, as well as providing the necessary information regarding chronological maturity too. Examples of resources can be provided for parents/carers.

9. Confidentiality and child Protection issues

Where possible, staff members maintain confidentiality during RSE sessions. However, we recognise that RSE discussions may prompt a pupil to disclose information regarding related incidents (for example, child abuse, child exploitation, or FGM). If a member of staff believes that a child is at risk, in danger, or has any concerns regarding information disclosed to them, she/he will talk to the named Designated Safeguarding Lead who will take action as laid down in the Child Protection Policy. All staff are familiar with this policy and are aware who are the identified staff members with responsibility for Safeguarding and Child Protection. Any concerns will also be recorded on our system for monitoring safeguarding concerns.

If a child were to disclose information, they would be fully supported throughout the disclosure. Clear communication would be given to the child so that they fully understand why confidentiality is being breached. Pupil and staff welfare will be carefully monitored at all times, and additional support given if required.

When planning and delivering lessons, staff members will ensure they take into account the prior experiences of pupils within the class. This includes trauma and/or Adverse Childhood Experiences (ACES). Adaptations can be made to ensure that pupil wellbeing remains a priority throughout curriculum delivery.

10. Equal Opportunities and inclusion

At Sladewood, we strive for the RSE curriculum to be inclusive and relevant to all, regardless of age, gender, culture, ability, disability, sexual orientation, religion, family background, or life experiences. The staff team ensure that the content, teaching approaches, resources, and use of inclusive language reflect the diversity of the school cohort, thus supporting all pupils to feel valued and included. Our RSE curriculum strives to meet the needs of all pupils, regardless of their developing sexuality or gender identity, and deals with appropriate questions with honesty and sensitivity. Bullying of any kind is not tolerated and, should bullying occur, this will be challenged and dealt with as part of our commitment to preventing bullying.

11. Pupils' involvement in RSE

The RSE curriculum at Sladewood is focused on the specific needs of the cohort being taught. Wherever possible, teachers seek feedback from pupils regarding curriculum content, resources, teaching and learning methods, and more. This feedback is shared with the PSE subject co-ordinator to ensure we are taking pupil voice into account and any necessary changes can be made as a result of this feedback.

12. Sexual behaviour and sexualised behaviour plans

Due to the nature of pupils, we are working with, some of our children could be deemed to have sexualised or inappropriate sexualised behaviour which can lead them to be vulnerable and unsafe. In these instances, we will work with wider professionals, parents & carers to produce a behaviour plan to highlight strategies and interventions to support this area of need/ vulnerability.

13. Working with parents/carers and the wider community on RSE

All RSE at Sladewood takes into account the background and beliefs of pupils and their parents/carers. We believe that strong partnerships with families are essential for helping children to learn, and to develop into happy, healthy individuals who can establish and maintain successful relationships.

We are committed to working with parents/carers and the wider community in terms of supporting the RSE curriculum. We ensure that communication is open and that parents/carers are involved in the reviewing and development of the RSE policy.

We communicate with parents/carers prior to specific RSE sessions taking place in Term 6 (or, should the need arise, on an individual level at other times during the academic year), and encourage parents/carers to discuss any queries or concerns with school staff in a proactive and sensitive manner.

14. Working with health professionals and external agencies

There are often large multi-agency teams around our pupils. Therefore, we may invite specialist external agencies to support with the teaching and learning of RSE. Most often, this will involve the Senior Leadership Team and Class Teacher seeking specialist advice or support from the agencies working with individual children regarding aspects of their RSE development. This would be done in consultation with parents/carers. An example of this may be requesting CAMHs support as to how best to help a child understand their changing body or understand the difference between public and private places.

15. Parents' right to withdraw

Relationships Education and Health Education is a statutory subject. We share with parents that the RSE curriculum helps us to fulfil our school's statutory duty to:

- Safeguard and promote the welfare of all pupils
- Uphold the Equality Act 2010
- Encourage the spiritual, moral, social and cultural development of all pupils
- Nurture British Values
- Prepare our pupils for the adult life

If a learner is of Primary age, parents/carers do not have the right to withdraw their children from Relationships Education. However, parents/carers do have the right to request that their child is withdrawn from some, or all, of the Sex Education delivered as part of this subject. Any parent/carer wishing to withdraw their child from some, or all, of Sex Education teaching and learning would be invited to meet with the PSE Subject Co-ordinator, Senior Leadership Team, and/or Class Teacher to discuss their concerns and any impact that withdrawal from these lessons may have upon the child.

If, following the meeting, a parent/carer still wishes to withdraw their child from Sex Education sessions, a request for withdrawal should be put into writing using the form found in Appendix 1 of this policy and addressed to the Headteacher. Pupils who are withdrawn from Sex Education will continue with individual learning tasks in a different teaching group for that session.

Care should be taken if a related topic of conversation arises in the presence of a pupil who has been withdrawn from Sex Education outside of these planned sessions. Should this occur, the conversation should be ended immediately and staff should support pupils to understand that the conversation should be continued at alternative time. The staff member must subsequently ensure they find a suitable, alternative time to continue this when the withdrawn child is no longer present.

16. Monitoring, evaluation and assessment of RSE

This policy and its implementation are approved by the Headteacher and Governing Body of Sladewood Academy. A review of the RSE provision is completed yearly with the staff team, in conjunction with the Senior Leadership Team. This includes reviewing the curriculum design and content, pupil progress, and any areas for development. The PSE Subject Co-ordinator will use this review to inform any changes that need to be made to RSE provision.

- The Local Authority Board (LAB) and Governing Body will approve the policy, and hold the Headteacher accountable for its implementation.
- The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory aspects of RSE.
- Staff are not able to opt out of teaching RSE. Should any staff member have concerns regarding this, they are encouraged to discuss this with the Headteacher. Teachers are

supported by Learning Partners, who may lead small groups or support individual children.
 Staff are responsible for:
 Delivering RSE in a sensitive way.
 Modelling positive attitudes to RSE.
 Monitoring pupil progress.
 Responding to the needs of individual learners.
 Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory aspects of RSE.

This policy is reviewed at least every two years and will also be reviewed in light of any changes in local or national guidance, new findings from educational research, or any related issue which may occur.

APPENDIX 1 – Request to Withdraw from Sex Education from RSE

To be completed by parents:			
Name of child:		Class:	
Name of Parent		Date:	
Reason for withdrawing from Sex Education:			
Any other information you would like us to consider:			
Parent signature:			























To be completed by the school
Agreed Actions from discussion with parents

APPENDIX 2 – Curriculum Map

Stages	Relationships, Growing Up & Changing
Stage 1	<p>Baby to adult Explore how I have changed from a baby to myself now.</p> <p>Growing up/Changes in puberty Respond with curiosity to adults pointing to body parts.</p> <p>Dealing with touch Respond with interest to stimuli about different kinds of physical contact we experience e.g. hand holding, hug, adult helping. Respond to an adult modelling touch.</p> <p>Different types of relationships Respond with interest to stimuli about different kinds of relationships there are within families.</p>
Stage 2	<p>Baby to adult Identify some of the differences between a baby, child and an adult.</p> <p>Growing up/Changes in puberty Identify body parts including genitalia. Recognise that bodies change as people become adults.</p> <p>Dealing with touch Identify some of the ways adults may touch us as part of daily-care, during play or to show affection. Begin to demonstrate how to express if I don't feel comfortable.</p> <p>Different types of relationships Identify different types of relationships. Identify who makes up my family.</p>
Stage 3	<p>Baby to adult Describe how our needs have changed since we were a baby.</p> <p>Growing up/Changes in puberty Describe the differences between male and female bodies.</p> <p>Dealing with touch Begin to recognise that I need to respect other people's bodies. Identify when physical contact may be inappropriate. Begin to explore scenarios where it may be okay for someone to make me feel uncomfortable e.g. injections, cleaning cuts, graze. That these might be when I am unwell, injured or need medical treatment.</p> <p>Different types of relationships Identify different types of family.</p>
Stage 4	<p>Baby to adult Describe some of things I can do now, that I couldn't do as a baby.</p> <p>Growing up/Changes in puberty Describe some of the physical changes that occur as I grow up e.g. body shape, height.</p> <p>Dealing with touch Identify different types of physical contact. Identify acceptable and unacceptable touch. Begin to explore how to respond to unwanted physical contact.</p> <p>Different types of relationships Understand that two people who love and care for one another can be in a romantic relationship and it is different from a friendship.</p>
Stage 5	<p>Baby to adult Sequence the stages of a human life cycle.</p> <p>Growing up/Changes in puberty Describe what happens during puberty Name male and female reproductive organs.</p> <p>Dealing with touch Understand that we have the right to protect my body from inappropriate/unwanted touching.</p>

	<p>Different types of relationships Recognise that two people in a long term relationship may live together or be married/civil partnership. Recognise that marriage/civil partnership is a choice. Recognise that two people who love and care for one another may or may not have children. Identify the roles and responsibilities of parents and carers.</p>
Stage 6	<p>Baby to adult Explain how the needs of babies, children, adults and older people may differ.</p> <p>Growing up/Changes in puberty Recognise that people experience the physical and emotional changes of puberty.</p> <p>Dealing with touch Identify someone I can go to for help if I am worried about myself or others.</p> <p>Different types of relationships Explain the features of healthy and positive friendship or family relationship. Recognise that relationships can be between people of any gender.</p>

Appendix 3 – Accessible child Friendly summary of Policy

  
In sex and relationships education you will learn about healthy
    
and unhealthy relationships, consent, sexual relationships and
     
how to keep yourself safe. You must talk to an adult if
   
you feel uncomfortable in any lessons. These lessons will
   
help you prepare for adult life.