



WESTFIELD SCHOOL POLICY AND PROCEDURE

Relationships and Sex Education

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REVISED: May 2024

WESTFIELD SCHOOL

Relationships and Sex Education

POLICY DOCUMENT

Rationale

Westfield School caters for students with severe and complex learning difficulties, many of whom also have sensory, physical, behavioural or medical issues. Westfield students are entitled to comprehensive Relationship and Sex Education (RSE) and Health Education. This policy outlines the nature and management of the RSE taught at Westfield in line with the statutory guidance from the DFE, guidance from Parents, Governors, Herefordshire Healthy Schools, Management and Staff, with a view to reducing the vulnerability of our young people.

Aim

- To provide the knowledge and information to which all students are entitled through a broad and balanced curriculum.
- To build and ensure a positive open relationship with parents as the primary educators of their children, developing understanding about these vital subjects and delivery of such
- To provide relationship focus from Early Years onwards, building knowledge sequentially, sensitively, inclusively, and in a timely manner
- To clarify/reinforce knowledge and misconceptions students may have already acquired.
- To help students to understand their feelings and behaviour, so that they can lead fulfilling and enjoyable lives.
- To promote acceptable and appropriate behaviour in public and private places.
- To give practise of strategies to reduce the risk of exploitation, misunderstanding and abuse.
- To build the confidence to be an active participant of their community.
- To raise and promote students' self-esteem and confidence so they value themselves and others, developing skills to form safe, consensual relationships.
- To teach about the protected characteristics, including gender reassignment, and be clear about the legalities and age factors surrounding this.
- To have sufficient information and skills to protect themselves, and where they have one, a partner, from unwanted conceptions and sexually transmitted infections.
- To enable students to have sufficient information and skills to protect themselves offline and online and be aware of the implications of sexting and online grooming.
- To understand how and where to access confidential mental health, and sexual health advice, support and if necessary, treatment.
- To understand what consent means and the factors that influence one's ability to consent.
- To address harmful sexual behaviour (HSB) and Problematic Sexual Behaviour (PSB) through a whole school approach across school wide policies and procedures, and multi-agency working.

Delivery and Organisation

Relationships Education in the Primary phase intends to teach the fundamental building blocks and characteristics of positive relationships, in particular friendships, family relationships, and relationships with other children and with adults. From the beginning, teachers will describe the features of healthy friendships, family, and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts intends to enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security, and how this relates to, and impacts their mental wellbeing. It consequently intends to help them to recognise any less-positive relationships when they encounter them, both on and offline. Relationships Education is compulsory in all primary schools: Sex education is not compulsory in primary schools however the basics of sex education fall within the science curriculum, including human development, puberty and reproduction which is delivered within the wider curriculum. (A summary of content coverage by the end of the primary phase can be found in Appendix i),

Relationships and Sex Education (RSE) in the Secondary and FE phase provides clear progression from what is taught in the primary phase Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils mature, at the appropriate time, extend teaching to include intimate relationships. Students are supported to take an active role in talking about their emotions accurately and sensitively and ask questions they may have in an appropriate way, utilising and building on prior knowledge and understanding of themselves and their bodies. They are taught about a full range of factors related to modern society, including such things as civil partnerships as an alternative to marriage, preparing for the online world, healthy and unhealthy relationships, including violence, harmful sexual behaviour, abuse and bullying.

Relationships Education, RSE and Health Education is made accessible for all students at Westfield School, and embedded from the Early Years onwards. This statutory curriculum element is planned, differentiated and delivered considering students' prior learning and based on individual developmental needs, with flexibility to personalise and integrate within a broad and balanced curriculum. We will provide consistent messages, be continuous, progressive and supportive of students as they move through childhood, into adolescence before reaching adulthood. Students are supported to understand, recognise and respond to all physical and emotional factors that may impact their wellbeing, inclusive of health and fitness, stress, managing risks.

Aspects of relationships, RSE and health education will be delivered as an integral part of the whole school approach to Personal, Social, Health and Relationship Education (PSHRE) in individual classes as well as through specific groupings or interventions. Certain topics will be dealt with individually or in small groups as assessed as appropriate. This can also relate to Harmful Sexual Behaviour (HSB) where developmentally inappropriate sexual behaviour is displayed. Peer on peer sexual abuse is a form of HSB. Further Problematic sexual behaviour (PSB) which presents as developmentally inappropriate or socially unexpected and does not have an avert element of victimisation or abuse must be considered and risk assessed (NSPCC)

(A summary of content coverage by the end of the secondary phase can be found in appendix ii.).

We will work within a continuum of responses, effective assessment and, where necessary, referral pathways for individuals who need greater support. Teachers ensure that they are

aware of the variety of backgrounds and take this into account when planning and preparing lessons, and that these are delivered in an age and stage appropriate way.

Some students are likely to require repeated access to curriculum content from earlier phases of education; some may display a lack of socially appropriate behaviour or understanding linked to this area of development. It is equally important to consider the suggested delivery year groups, and introduction of content and concepts too early, which students may not have the maturity to grasp or may be distressing.

In these cases, additional support will be provided by involving parents, interventions and input from our pastoral lead, other agencies, such as the school nurse service, as relevant and appropriate, to agree the most suitable way forward.

Further specialised agencies and support will be gained where required. The school will work within a multiagency response to provide a coordinated and systemic approach to recognising and responding to risks and needs of our students (NSPCC Learning).

The National Curriculum requirement in science for students to be taught about human development and reproduction will be covered via the topic curriculum at levels appropriate to individual student understanding, age and developmental level.

The school acknowledges its duty and responsibility to work within the Equality Act 2010 and Schools Department advice.

RSE Content Headings

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Online and media

General wellbeing

Health and Wellbeing

Intimate and sexual relationships including sexual health

Also linked to the PSHE (Personal Social Health Education) Association headings:

Self-awareness

Self-care, support and safety

Managing feelings

Changing and growing

Healthy lifestyles

The world I live in.

These headings provide the focus for work and will be accessed through the Westfield PSHE and RSE curriculum document and PSHE Association Planning Framework for pupils with SEND, alongside the topic cycle, and built upon as appropriate for each individual student and their needs

Use of the PSHE Association SEND (Special Education Needs and Disability) programme of study will be used to identify learning outcomes for each topic area in progressive stages, starting with the first stage 'Encountering,' through to the final stage, 'enhancement' (PSHE Education planning framework for pupils with SEND key stages 1-4).

Roles and Responsibilities

Governors

The Governing Body of Westfield School intends to offer a thorough programme of RSE, which conforms to statutory requirements, is well led, well planned and of high quality, and that any applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Parents will be informed of proposed content and their right to withdraw their child from sex education, and that alternate arrangements are made for their child during these sessions. The school and subject is resourced and delivered in such a way that the school can fulfil its legal obligations, whilst fully considering the range of learning difficulties of students.

Head Teacher and other Teachers

It is the responsibility of all teachers to develop plans and suitable activities for all students to access RSE/PSHE at a level appropriate to their previous learning and developmental stage. The acquisition of suitable resources and up to date guidance is undertaken in consultation with individual class teachers.

There will be occasions when teachers and other professionals must exercise their discretion and judgement about how to deal with possible difficult questions raised by an individual student regarding sex and relationships education, including sexuality and harmful sexual behaviour, or problematic sexual behaviour. It is not deemed appropriate to deal with such issues with the whole class. Teachers will discuss the child's issue with the Head Teacher, Pastoral Lead, (both of whom are designated safeguarding leads), or one of the Leadership team. If appropriate, they will contact the child's parents to see how they would like the matter to be handled, however, if a student is over 16, and requests that parents are not involved, the school will uphold their wishes wherever possible.

Where the parents wish to be supported by school, links will be made with the Head Teacher, class teacher, or another appropriate adult, such as the Pastoral Lead or family Support worker. Where parents wish to withdraw their child from sex education, the head teacher will discuss the request with the parent, and young person if appropriate, to discuss the benefits of sex education, and the detrimental effects of withdrawal.

All students are supported to report concerns, and barriers that could prevent an individual from making a disclosure, for example communication needs, are identified and addressed. In the event of arising safeguarding issues, or allegations of sexual harassment, abuse and violence the school's staff are trained and able to handle reports and follow school reporting procedures for safeguarding. All allegations are taken seriously, recorded through our safeguarding system, and dealt with in a timely and appropriate way.

Pastoral lead

The role of the Pastoral lead at Westfield School is to support students, either in small groups or on an individual basis to develop their emotional literacy and understanding of social relationships. Students in key stages 2 and above access weekly support in timetabled groupings. Many activities undertaken in these sessions complement the content of the PSHRE curriculum, and teachers support the role to ensure that all curriculum learning is closely allied with that of these sessions.

The Pastoral Lead has a wealth of strategies and resources available to support students of all ages and is available for all students should they require individual support at short

notice. Being non-class based enables the role to inform the individual and personalised development of each student, and the role is highly valued throughout school.

Parents/ Carers

Westfield School recognises that parents and carers are key partners in helping their children to cope with the emotional and physical aspects of growing up, preparing them for the challenges and responsibilities brought by physical and sexual maturity. The teaching offered by school is intended to be complementary and supportive to the role of parents and carers. We work closely to ensure parents know what is being taught and when and provide the opportunity to understand the purpose and content of Relationship Education, and Sex Education and RSE. All parents will be informed about their right to request that their child is excused from Sex Education up until three terms before the young person is 16 and receive a copy of the RSE policy (if requested). Students are not able to request to withdraw. Parents do not have the right to withdraw their children from relationship education, which may include topics related to preventing sexual abuse, i.e. sharing inappropriate material online. Furthermore, they do not have the right to withdraw from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. Westfield school are transparent with parents and carers about all materials used in RSE, and all materials can be made available to parents.

Parent withdrawal procedure

Parents will be advised as to when specific aspects of RSE are to be taught, and can withdraw their children from any, or all, of these activities (outside the Science Curriculum). Parents cannot withdraw their children from any part of the Science National Curriculum that is dealing with reproduction or related issues, but these could be discussed with the schools as to the approach.

Parents must contact the school in writing to request that their child is withdrawn from RSE sessions.

Equal Opportunities

Westfield school is committed to the provision of RSE to all its students. Our programme aims to respond to the diversity of student's cultures, faiths, and family backgrounds, and the law relating to the protected characteristics which are; age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

All students will have access to RSE regardless of gender or disability, delivered at an appropriate level to their understanding. Great care will be taken to match RSE content to the needs, maturity and physical stages of the students involved. This may not always correlate directly to their chronological age, although will be factored into the format and delivery. It will take account both of their capacity to absorb sensitive information and the extent to which it is essential for them to have such information at that point of their development.

All schools are expected to give every student the chance to experience, participate in, and achieve an understanding of RSE. Extra support needs will be responded to.

Assessment, recording and reporting

Whilst RSE attainment is not a reportable subject, it is a crucial area of tracking in a school such as ours. Consequently, B Squared Connecting Steps, Steps 4 Life are used to reflect and inform specific aspects of delivery, and level of engagement, or those that have been achieved. In addition, a working document is used to track specific RSE breadth of coverage and to record individual pupil access, with accompanying comments to inform

teachers next steps. Many students have personal development targets as part of their EHCP outcomes, focusing on developing or maintaining relationships, or displaying appropriate behaviour in different settings. Progress towards these outcomes will be monitored through class systems, annual review cycle and end of year reporting.

Any parent with specific concerns can contact the school directly at any point in the academic year; colleagues are always available for individual discussions with parents.

Child Protection

Guidance on the action to be taken in cases of suspected child abuse, and the role of RSE in educating students on how to keep safe can be found in the school's policy for child protection and safeguarding.

Any concerns will be reported to the designated member of staff in accordance with agreed school procedure (See Safeguarding Policy).

All staff working at Westfield school have undergone an enhanced DBS check and received Universal safeguarding training as a matter of course.

Monitoring and evaluating the policy

Discussion takes place between staff, parents/ carers and Governors. Any relevant alterations to local safeguarding advice and procedures will automatically lead to an update of all associated policies.

This policy was considered by the Curriculum and Achievement committee of the Governing Body on 21.05.2024 and subsequently approved.

Signed: _____ **Date** _____

By the end of Primary school

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

	<ul style="list-style-type: none"> • 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.
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