



Kisimul Group Limited

ED20 - Relationships and Sex Education

Policy and Procedure

Document Information

| | |
|-------------------------------------|---|
| Document: | Relationships and Sex Education Policy |
| Department: | ED20 |
| Document owner and position: | Farah Quinn |
| Document authorised: | Feb 2022 |

Document Publication

| | |
|---------------------------------|-----------------|
| Date document published: | May 2022 |
| Date of last revision: | Feb 2021 |
| Date of next review: | Feb 2023 |

Authorised Document Change Log recorded at the back of this document

This document will be reviewed at least every two years

Contents

| | |
|---|----|
| 1. Ethos | 4 |
| 2. Equal Opportunities | 5 |
| 3. Aims | 5 |
| 4. Organisation of RSE | 6 |
| 5. Impact | 8 |
| 6. Sensitive or controversial topics | 9 |
| 7. Safeguarding, reports of abuse and confidentiality | 9 |
| 8. Roles and Responsibilities | 10 |
| 9. Confidentiality and advice | 11 |
| 10. The Right to Withdraw | 11 |
| 11. Complaints procedure | 11 |
| 12. Procedures for policy monitoring and evaluation: | 11 |
| 13. Links to other documents and policies | 11 |
| 14. Equality Impact Assessment – Part A | 12 |
| 15. Equality Impact Assessment – Part B | 13 |
| 16. Document review and change log | 14 |

1. Ethos

Kisimul believes that Relationships and Sex Education (RSE) is part of the educational entitlement of all children/young people. We recognise that RSE development is an integral part of personal development, and that some learners may require additional support and resources to develop an appropriate understanding.

The nature of learning difficulties and autism means that our learners may be more vulnerable to abuse and exploitation than their peers. Their social understanding and interactional difficulties can lead to very specific difficulties around relationships and sexuality. Some learners may be confused about what is acceptable public behaviour, or they may need to be taught the skills that other young people acquire incidentally. They may need additional help and guidance around making and maintaining relationships, and in understanding what is socially acceptable or unacceptable behaviour.

The Department for Education (DFE) has outlined statutory guidance on RSE. Kisimul will teach aspects of relationships and sex education as part of the school's broader curriculum, although will consider individual input and support should specific issues arise. Therapeutic input, such as speech and language support will be used to support understanding alongside appropriate resources to support pupils' understanding and communication.

Within Kisimul schools/college we aim to provide a personalised learning programme that take account of learners' SEN profile and individual needs. We aim to provide an environment where each member of the school community is treated with respect and where dignity is paramount. We aim to present facts in an objective, balanced and sensitive manner, respecting the values of the school population, with awareness of the law on sexual behaviour.

Our combined PSHE and Citizenship framework has been developed in conjunction with the National Curriculum, PHSE Association [PSHE education planning framework for pupils with SEND \(key stages 1–4\), July 2020.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/wp-content/uploads/2020/07/PSHE-education-planning-framework-for-pupils-with-SEND-key-stages-1-4-July-2020.pdf) and the SRE Forum [Resources | sexeducationforum.org.uk](https://www.sexeducationforum.org.uk/resources) to ensure effective provision.

2. Equal opportunities

We strive to make RSE relevant and accessible to all students regardless of age, culture, disability, gender, sexual orientation, religion or social class.

3. Aims

All children/young people will learn about relationships and sex as part of RSE. At Kisimul schools/college content and teaching is tailored to meet the specific needs of pupils at different developmental stages. This is to ensure the teaching of RSHE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

The aim of RSE is to teach the fundamental building blocks and characteristics of positive respectful relationships, friendships, family relationships, and relationships with other children/young people and adults. It will give learners information, help them acquire the skills and offer them the support they will need to meet the challenges and demands of life in the community, including:

- Improving self-esteem – learners who are learning disabled, adolescents or those with autism often have low self-esteem, so we consider this element of RSE education vital if young people are to develop caring relationships and not exploit or be exploited by others
- Supporting all learners to extend their skills in communicating about RSE issues and to help them access information and to enable them to express themselves appropriately
- Improve learners' awareness of their own body, how it changes at different times of life and how these changes can best be dealt with
- Support learners to identify and understand their emotions and help them develop the skills to manage them
- Develop a respect for diversity and the need to avoid prejudice and discrimination
- Enable learners to develop an understanding of potential danger signals and an understanding of how to stay safe in relationships,

RSE will be covered, in an age-appropriate manner, and with due regard to the learner's individual needs, through learning about:

- Families and people who care for me. For example, that families are important for children growing up because they give love, security and stability. That 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 there are different types of committed, stable relationships.
- Caring friendships. For example, how important friendships are in making us feel happy and secure, and how people choose and make friends.
- Respectful relationships. For example, the conventions of courtesy and manners, and the practical steps they can take in a range of contexts to improve or support respectful relationships. The characteristics of positive and healthy friendships, including trust, respect, honesty, friendship, generosity, boundaries, privacy and consent.
- Online relationships. For example, that people sometimes behave differently online, including by pretending to be someone they are not. And, the rules and principles for keeping safe online. Not to provide material to others that they would not want shared further.
- Being safe. For example, what sort of boundaries are appropriate in friendships with peers and others. And, what sorts of boundaries are appropriate in friendships with peers.
- Intimate and sexual relationships, including sexual health. For example, how to recognise the characteristics and positive aspects of healthy relationships including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

4. Organisation of RSE:

The objective of Relationships and Sex Education (RSE) is to help and support young people through their physical, emotional and moral development and should also teach young people to understand human sexuality and to respect themselves and others.

The content of the curriculum will be linked to the wider personal and social development input. The physical health and mental well-being aspect of the curriculum will also provide specific scope to

support pupils' understanding of emotional regulation and healthy lifestyle choices. Outcomes and learning intentions related to concepts of tolerance and respect, will be part of pupils individual learning outcomes where appropriate, and a key part of the culture and community strand.

This will often be decided on a personalised basis and should reflect the needs and abilities of each individual. Teachers will make sure that all themes being covered are relevant and appropriate for each individual in their class according to their level of awareness, development, needs and understanding of the subject.

Groupings

Certain issues, such as personal hygiene, will be discussed in single-sex groups if appropriate. Learners of both genders generally need to be taught the same material to encourage greater understanding, appreciation and respect for each other, as well as to ensure that important information is provided for all. Work within smaller groups or individual work may be required for students' specific needs or learning styles. Staff will judge when students are ready to move on to more specific work on sexuality and sexual relationships.

Some of these areas may be dealt with on a 1:1 basis. These may include:

- Masturbation and the related feelings
- Public and private behaviour
- Sexual intimacy and relationships
- Sexual preference
- Pregnancy and birth
- Safer sex and contraception

We further modify and adapt to learner needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.

- Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Re-visiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Incorporating school assessment procedures, so that learners progress can be monitored both within lessons as well as over a period of time.
- Using some of the baseline assessment to identify pupils' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for pupils.
- Including different sensory experiences at the 'encountering' level tailored to individual pupils, in addition to responding to adult prompting.
- Providing opportunities both in and out of school/ college to promote physical, social and emotional understanding as learners progress through their education

5. Impact

Our curriculum offer will be planned according to learner's individual needs. We continuously assess our RSE curriculum's implementation and impact on achieving the highest outcomes possible across all year groups. We ensure that we provide the necessary support for all learners to understand the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. We believe we can enhance learners' education through our RSE curriculum and help them become confident individuals, with positive body awareness, in-depth knowledge of keeping themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

The learning outcomes for each topic area are further broken down into smaller steps in the form of 'I can' statements. These can be used as a way to evidence pupils' progress. There is a series of these statements for the semi- formal curriculum.

6. Sensitive or controversial topics

Kisimul school/college will always place fundamental British Values at the heart of our curriculum, this includes Mutual Respect and Tolerance and The Rule of Law. The latter is informed by 2010 Single Equalities Act which encompasses the nine protected characteristics of, gender, disabilities, race, religion, sexuality orientation, age, pregnancy, civil marriage/partnership. We extend due regard for all characteristics and actively seek to promote them through the Single Equalities (equal opportunities) Issues are discussed in a sensitive non-judgemental way against the backdrop outlined above. Any Relationships Education, Relationships and Sex and Health lesson may consider questions or issues that some students will find sensitive. We know that some learners may have suffered at least one form of significant abuse. Therefore, before embarking on these lessons, we will write home to parents and carers for permission to be given to deliver the curriculum. Details of the content will be shared, and ground rules will be established, prohibiting inappropriate personal information from being requested or disclosed by those taking part in the lesson. When learners ask questions, we aim to answer them honestly, within the ground rules established. When it is felt that answering a specific question would involve information at a level inappropriate to the rest of the students' development, the issues may be dealt with individually at another time. Any concern regarding discussions about sexual activity or abuse will be referred to The Designated Safeguarding Lead.

7. Safeguarding, reports of abuse and confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers of any disclosure unless the Head teacher has specifically requested them to do so.

In a case where a teacher learns from a student under 16-years-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, if appropriate, to talk to parent/carer and if necessary, to seek medical advice.
- Child Protection issues will be considered, and referred if necessary, to the DSL

8. Roles & responsibilities:

Kisimul Education Team will take overarching responsibility for the implementation and upkeep of this policy. Head teachers will ensure that this policy is implemented effectively within provisions on a day to day basis. They will:

- Ensure local procedures are in place to effectively implement this policy within the school/college
- Monitor the effectiveness of the policy and impact on teaching and learning
- Ensure the schools/college provide learners and staff, with appropriate and relevant information regarding child sexual exploitation and ensuring that learners are supported to stay safe online
- To inform parents/carers of this policy, curriculum content and progress of young people in gaining social interaction skills, and maintaining positive relationships, and their right to withdraw their child.

Responsibilities of education staff

- To enable and support learners to understand the content of the RSE and related curriculum areas.
- To provide a safe and secure environment where students feel able to seek support on issues relating to relationships and sex.

Responsibilities of Parents and Carers

To work in close partnership with the school to address key issues of RSE and maintain effective communication in respect of progress and any emerging issues that may prove a barrier to further progress.

9. Confidentiality and advice:

Staff delivering or supporting RSE will be vigilant and safeguarding procedures will be invoked if students make disclosures of possible abuse. As with all issues surrounding abuse, staff will maintain appropriate confidentiality whilst taking the necessary action to ensure the student's safety. At the same time, learners will be offered sensitive and appropriate support in line with the school's safeguarding policy and procedures.

10. The Right to Withdraw:

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents must contact the head teacher to exercise this right. Head teachers will be expected to discuss parents' concerns and clarify the nature and purpose of the RSE curriculum.

11. Complaints procedure:

Any complaint about RSE teaching and learning should be made to the head teacher in line with the complaints policy.

12. Procedures for policy monitoring and evaluation:

This policy will be reviewed annually as part of the annual cycle of policy review. Head teachers and directors will intervene as necessary and update as required should there be any legislative changes in the interim period.

13. Links to other documents and policies

Safeguarding policy

Online Safety policy

Curriculum Policy

SEND and inclusion policy

Complaints policy

Document Equality Impact Assessment – Part A

| Document Title: | | Relationships and Sex Education Policy | |
|--|------------|--|--|
| Name of person completing Equality Impact Assessment: | | Farah Quinn | |
| Date Equality Impact Assessment completed: | 16.02.2022 | | |
| Characteristics | Impact | | Equality Impact Assessment form completed? |
| | Yes | No | |
| Age | | x | If No comment: This policy applies equally to all and has no impact on any protected characteristic. |
| Disability | | x | |
| Ethnicity | | x | |
| Gender | | x | |
| Religion or belief | | x | |
| Sex orientation | | x | |
| Socio-economic | | x | |
| Gender Reassignment | | x | |
| Maternity/Pregnancy | | x | |
| Marriage/Civil Partnership | | x | |

| Equality Target Group | a) Positive Impact | | b) Negative Impact | | Reason/Comment |
|-----------------------|--------------------|-----|--------------------|-----|----------------|
| | High | Low | High | Low | |
| | | | | | |
| | | | | | |
| | | | | | |

Document Equality Impact Assessment – Part B

What is the main purpose or aims of the policy

To outline the rationale, approaches and impact of RSE and how the national agenda translates to a local context

Who will be the beneficiaries of this policy?

All stakeholders

Has the policy been explained to those it might affect directly or indirectly?

Available on website and cascaded at service level.

Have you consulted on this policy?

Yes – PAG group

What are the expected outcomes of this policy?

To ensure all stakeholder have an understanding of approach and expectations.

Name of Person Completing Equality Impact Assessment:

Farah Quinn

Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

| Description of Change | Change made by | Authorised by | Date document republished |
|--|----------------|---------------|---------------------------|
| Addition of safeguarding statements | FQ | | |
| Addition of impact and implementation | FQ | | |
| Addition of consideration to handling sensitive issues | FQ | | |
| | | | |