



# Snowflake School

## *‘Improving the quality of family life’*

### **Relationships Education (ReE), Relationships and Sex Education (RSE) Policy**

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#### **1. Introduction**

Relationship and Sex Education (RSE) is part of Snowflake School’s Personal, Social and Health Education (PSHE) curriculum. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The aims of relationships and sex education (RSE) at our school are:

- to introduce the building blocks needed for positive, respectful and safe, quality of relationships; starting with family and friends and moving on to other kinds of relationships including those we may encounter online.
- enable pupils to make positive decisions and choices about their health and bodies.
- prepare pupils for puberty, and give them an understanding of physical development.
- teach pupils the correct vocabulary to describe themselves and their bodies.
- help pupils develop feelings of self-respect, confidence and self-esteem.

#### **Snowflake School ethos**

We are committed to delivering RSE sensitively and inclusively including content which is age appropriate, respectful of all backgrounds and which takes into consideration the developmental needs and understanding of our pupils. We will support families of pupils in enabling their child in having meaningful relationships and quality of life.

#### **2. Legal Requirements**

Relationships Education and Health Education are now compulsory (and cannot be withdrawn from). For our primary aged pupils, we must provide relationship education to all pupils as per section 34 of the Children and Social work act 2017. For secondary pupils, we must provide RSE to all pupils as per the Children and Social work act 2017.

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Local Authorities must ensure that the EHC plan review at Year 9 (age 13-14), and every year thereafter, focuses on preparation for adulthood: employment; independent living; health; and friends, relationships and community participation.

### **3. Policy Development**

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

1. Review – members of the senior leadership group have drafted a policy with all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent / carer consultation – parents and families will be sent out a survey, following which they will be invited to attend a meeting about the policy.
4. Pupil input – pupils were asked, in an age-appropriate manner, what they wanted to learn about and whether they agreed with our RSE content.
5. Review – the policy will be reviewed by the Head teacher after a period of two years.

### **4. Content and delivery of our RSE curriculum**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and understanding of our pupils. The content of our RSE curriculum, as well as the timing of delivery throughout the academic year, is outlined in the below table and will be adapted as necessary for specific pupils. ReIE / RSE will be delivered through PSHE, Science and PE lessons to all pupils (taught by teachers and trainee teacher) as well as delivered daily by 1:1 tutors during NET sessions, self-help sessions and when learning out in the community.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

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- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

**RSE Content Delivery & Timing:**

Term	Theme	RE/RSE topic	Learning goals
Autumn 1	All about me	Relationships and people who care about me	<b>Bulb</b> <ul style="list-style-type: none"> <li>• Shows awareness of familiar people</li> <li>• Greets familiar people appropriately, builds relationships</li> <li>• Demonstrates some awareness of familiar vs. Unfamiliar people</li> </ul>
			<b>Branch</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of people who keep us safe (relationship circles)</li> <li>• Can respond to / respect appropriate boundaries with support</li> <li>• Shows affection to familiar adults appropriately</li> </ul>
			<b>Blossom</b> <ul style="list-style-type: none"> <li>• My personal identity</li> <li>• Explore different types of relationships (family, friendships, romantic relationships, professional, online and strangers and forming safe, trustworthy relationships)</li> <li>• Different types of families</li> <li>• Aware of privacy and personal boundaries in different types of relationships</li> <li>• Recognises the importance of trust, family life and values in building relationships</li> <li>• Forming and maintaining respectful relationships</li> <li>• Aware of boundaries around professional relationships</li> <li>• Can manage friendships and making new friends</li> <li>• Can recognise and respect different faiths, cultural views, types of relationships</li> <li>• Understands different stages of relationships</li> <li>• Develop and maintain healthy, pleasurable relationships, explore levels of emotional intimacy</li> <li>• Recognises and understands how to access support in case of unhealthy relationships, abuse, harassment</li> </ul>
Autumn 2		My body and how I grow	<b>Bulb</b> <ul style="list-style-type: none"> <li>• Shows awareness of self and body</li> </ul>
			<b>Branch</b> <ul style="list-style-type: none"> <li>• Able to name main parts of the body including external genitalia</li> <li>• Has an understanding of growing and changing from young to old and bodily changes.</li> <li>• Learn about elements of a balanced, healthy lifestyle</li> <li>• Aware of private body parts</li> </ul>
			<b>Blossom</b>

			<ul style="list-style-type: none"> <li>• Gender and biological sex</li> <li>• Able to identify external genitalia and internal reproductive organs in males and females</li> <li>• Changes in puberty and bodily changes</li> <li>• Menstrual cycle and wellbeing, erections</li> <li>• Recognises the impact of diet, exercise, drugs and lifestyle on the way the body functions</li> <li>• Can describe the process of reproduction</li> <li>• Can explain how animals inc. Humans have babies which grow into adults</li> <li>• Acknowledges changes in fertility with age</li> <li>• Recognises advantages of delaying conception, implications of unintended pregnancy</li> <li>• Aware of the risks related to unprotected sex</li> <li>• Recognises different types of physical contact, what is acceptable and unacceptable</li> <li>• Aware of strategies to respond to physical unwanted contact</li> <li>• Understanding their own emotions, feelings and behaviours</li> </ul>
Spring 1	<b>All around me</b>	Hygiene / Personal care	<b>Bulb</b> <ul style="list-style-type: none"> <li>• Starts to communicate / show awareness of bowel movements, soiled nappy / clothing</li> <li>• Can actively cooperate with toileting</li> <li>• Shows desire to help with dressing / undressing</li> <li>• Cooperates with hygiene routines, accepts care routines</li> <li>• Shows some independence with self-help skills</li> </ul>
			<b>Branch</b> <ul style="list-style-type: none"> <li>• Follows familiar routines independently</li> <li>• Can attend to toileting needs, handwashing independently most of the time</li> <li>• Can dress with help</li> <li>• Shows some understanding of good practice relating to exercise, eating, hygiene for good health</li> </ul>
			<b>Blossom</b> <ul style="list-style-type: none"> <li>• Knows the importance of keeping our body clean</li> <li>• Maintaining personal hygiene during puberty</li> <li>• Personal grooming</li> <li>• Menstrual hygiene</li> </ul>
Spring 2		My choices	<b>Bulb</b> <ul style="list-style-type: none"> <li>• Uses gestures to make choices</li> <li>• Beginning to understand 'yes', 'no', and some boundaries</li> <li>• Tolerates change</li> </ul>
			<b>Branch</b> <ul style="list-style-type: none"> <li>• Selects self-regulation activities when given options/choices</li> <li>• Can express own preferences and choices</li> <li>• Demonstrates sense of self and can say 'no' to an adult</li> </ul>

			<p><b>Blossom</b></p> <ul style="list-style-type: none"> <li>• Understanding the concept of consent, know how to seek consent or withdraw it</li> <li>• Understanding the consequences of failing to respect others' right of not to give or withdraw consent</li> <li>• Can assert the use of contraception with a sexual partner</li> <li>• Aware of different contraception and how / where to access them</li> </ul>
Summer 1	<b>My next steps (in the community)</b>	Staying Safe	<p><b>Bulb</b></p> <ul style="list-style-type: none"> <li>• Can transition between locations without support</li> <li>• Exhibits some awareness of dangers in the immediate environment</li> <li>• Recognises danger and seeks support</li> <li>• Tolerates prompts to keep them safe</li> </ul>
<p><b>Branch</b></p> <ul style="list-style-type: none"> <li>• Shows some understanding of the need for safety and awareness of danger</li> <li>• Practice some appropriate safety messages (such as Road safety rules)</li> <li>• Can transfer understanding of danger to the wider environment</li> <li>• Recognise risks and how to minimise harm</li> <li>• Understanding of how to keep safe in different environments</li> <li>• Rules and age restrictions to keep us safe</li> </ul>			
<p><b>Blossom</b></p> <ul style="list-style-type: none"> <li>• Awareness of strangers and how to respond if approached</li> <li>• Knows how to set and maintain clear boundaries around person privacy</li> <li>• Can recognise there are rules and laws</li> <li>• Knows how to recognise and seek help in case of sexual abuse, exploitation, assault or rape</li> <li>• Understands the importance of reporting to authorities</li> <li>• Can differentiate between public and private places / safe spaces</li> <li>• Adjust behaviour accordingly</li> <li>• Recognises different types of physical contact, what is acceptable and unacceptable</li> <li>• Aware of strategies to respond to physical unwanted and inappropriate contact / touch</li> </ul>			
Summer 2		Online Safety	<p><b>Bulb</b></p> <ul style="list-style-type: none"> <li>• Devices used under close supervision of an adult</li> </ul> <p><b>Branch</b></p> <ul style="list-style-type: none"> <li>• Understands basic online safety rules: personal information, what is kept private</li> <li>• Telling a trusted adult if they come across something that scares them</li> </ul> <p><b>Blossom</b></p> <ul style="list-style-type: none"> <li>• Online risks and access to online content</li> </ul>

			<ul style="list-style-type: none"><li>• Knows how to set and maintain clear boundaries around personal privacy online and personal data</li><li>• Knows how to manage situations where online content challenges personal / professional reputation</li><li>• Maintain a positive online presence- what and how to report or access help if needed</li><li>• Recognises potential risks associated with establishing and conducting relationships online</li></ul>
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### 5. Monitoring and Evaluation

The Head teacher will oversee the implementation of this policy and will ensure ReIE/RSE is taught consistently across the school.

- regular observation of 1:1 and group lessons
- pupil participation and self-evaluation
- tutor / supervisor input (monitored by Leah?)
- tutor / supervisor / teacher confidence in delivering teaching materials? -ensure that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- attendance / input by parents /carers at meetings
- keep up to date with health initiatives, resources and materials related to RSE.
- to liaise with external agencies regarding the school's RSE programme

### 6. Parental partnership – right to withdraw

Snowflake School wishes to build a positive and supporting relationship with the parents / carers of the pupils at the school (and complement what parents are teaching pupils in the home) through mutual understanding, trust and co-operation.

Primary School - Parents do not have the right to withdraw their children from relationships education.

Secondary School - Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing via email addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. There will be an expectation that sex education will be provided at home if it is not provided in school and the school can provide materials to help with this.

### 7. Confidentiality

At Snowflake School Sex Education lessons are conducted in a sensitive manner and in total confidence. However, if a pupil makes a reference to being involved or likely to be involved in sexual activity then the member of staff will take the matter seriously, dealing with it as a child protection issue.