

Bleasdale School

Sex Education Curriculum Policy



Learning Together/Achieving Together

(8th January 2024)

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| Headteacher | Sefton Booth | |
| Curriculum Governors | Mary Ripley | |
| Chair of Governors | Rosemary Dyson | |
| Last Updated | 8th January 2024 | |
| Approved by the Governing Body Date | 8.01.2024 | 08.01.2025 |
| Date to Review | 1 st September 2025 | |



PSHE Sex Education Policy

Purpose of the Policy

All schools have a statutory obligation to teach Relationship and Sex Education as of September 2020. Now more than ever young people are growing up in an increasingly complex world and are living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. Young people need to know how to be safe and healthy and how to manage their personal and social lives in a positive way. It is important that the key building blocks of healthy, respectful relationships are put in place. Firstly; focussing on family and friendships in all contexts including online, then building on this to introduce knowledge of more intimate relationships and sex.

Policy Aims

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

- Be able to form strong and positive relationships with others
- Understand the importance of self-respect and self-worth
- Develop personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice
- Understand what a relationship is, what friendship is, what family means and who the people are that can support them.
- Know how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact
- Show respect for others, understanding one's own and others boundaries in play, in negotiations about space, toys, books, resources and so on
- Understand the features of a healthy relationship in a range of contexts

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- Stay safe online and understand that the principles of positive relationships also apply online

At Bleasdale School we are committed to ensuring that RSE and Healthy Education are accessible to all pupils. The education provided is differentiated and personalised according to pupils' age, individual ability, understanding and religious background. We know that children and young people are increasingly experiencing new challenges, and that some young people are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

In Bleasdale School we recognise that maturity may not correspond to chronological age and this will be taken into consideration prior to conducting RSE with individuals.

Statutory requirements

Relationship Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools (Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996).

Policy development

This policy has been developed in consultation with the school governors. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

Curriculum

In Bleasdale School all pupils will be offered the opportunity to receive a comprehensive, well planned programme of study. Relationship Education has been put in place at KS1 & KS2 to increase pupils' understanding of healthy, respectful relationships, focusing on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

At KS3 & KS4 teaching will build on the knowledge acquired at primary and develop further pupils' understanding of respectful relationships including friendships, online and media, intimate and sexual relationships including sexual health (see appendix 1).

Delivery of RSE

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RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Within our primary department 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
- Being safe

Within our secondary department 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
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Roles and responsibilities

The Governing Body

- The school governors will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

- The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE.

School Staff

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding relationship and sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE Subject Leader.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development, listen to their needs and support them. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures. At all times the schools Safeguarding procedures should be followed.
- Provide regular feedback to the subject leader on their experience of teaching RSE and pupil response.

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- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities. If teachers need support in this area, they should speak to the Subject Leader.

Pupils

Pupils are expected to engage fully in RSE, and treat others with respect and sensitivity when discussing issues.

We also hope that pupils will feel comfortable to be open and talk to staff, regarding any concerns they have in school related to RSE or otherwise. Any conversations of concern will be reported following the schools Safeguarding Procedures.

Parents

The school works alongside parents to share the responsibility of RSE and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to have an open line of communication approach with school and seek additional support where they feel it is needed.

Parents are made aware of individual PHSE targets via IEP's, home-school liaison, annual reviews and parents' evenings.

Implementation and Impact

At Bleasdale School we regard Sex and Relationships Education as a whole school issue, and it is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We expect teaching staff to provide a cohesive scheme of lessons that are specific to the needs of their pupils taking into account their age, developmental ability and understanding.

Sex and Relationships Education is delivered in a clear, concise and consistent manner in line with National and Local Guidelines.

At Bleasdale School RSE is primarily delivered through the PSHE curriculum and science. We have three learning pathways;

- To Be (pre-formal curriculum)
- To Do (in-formal curriculum)
- To Know (formal curriculum)

RSE for our TO BE (pre-formal) pupils will be based around body awareness and relationship development.

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- Building 'muscle memory' and improving both gross and fine motor control through body awareness activities.
- Learners with PMLD are likely to have differences in their awareness of their own bodies. They may not know how their body parts are connected (our proprioceptive sense) and may not know where their bodies are in relation to the space around them (our vestibular sense). These two kinaesthetic senses need to be worked on as much as the conventional five, and sensory activities, including massage, can be an excellent focus for this
- Work on relationships may begin with pupils being encouraged to respond to other individuals and engage in appropriate interactions with them including Intensive interaction and focused 1:1 work during therapies, such as rebound therapy, hydrotherapy, sensory massage and personal care.

RSE for our TO DO (in-formal) pupils will incorporate

- Appropriate behaviour/inappropriate touch/behaviour, being private, stranger danger.
- Supporting pupils to become more independent, e.g. meeting own personal care, hygiene and toileting needs, showering.
- Independence in the community, accessing leisure facilities safely, learning social rules in the community.
- Turn taking, working alongside others, and accepting support.
- Developing trusting relationships and communication with staff/peers/people who help me, intensive interaction and sensory processing activities.

RSE for our TO KNOW (formal) cohort will equip pupils so that they are able to confidently and safely make life choices. Pupils learning will cover

- Physical health and mental wellbeing, appropriate touch, relationships, consent, pregnancy, puberty, menstruation, body parts-changes, sexual health and being safe (including online).

Pupil withdrawal procedures

Parents have the right to request that their child is wholly or partially removed from receiving the PSHE programme linking to Relationship and Sex Education. Parents will be made aware of the schools policy on RSE through the school website and on request. If a parent chooses to withdraw their child from any part of the programme, they should be given the opportunity to discuss this matter with the PSHE co-ordinator or head teacher. If the parental concerns cannot be resolved, arrangements should be made for the withdrawal of the pupil up to and until 3 terms before the child turns 16. After that point, if the child wishes to receive RSE they will be provided with the relevant information during teaching and learning.

Managing difficult questions

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Due to the individualised nature of our pupils they may be the same age but be developmentally at different stages, leading to differing types of questions or behaviours. Teaching and learning methods should take account of these differences and the potential for discussion on a one-to-one basis or in small groups. Staff should consider what is appropriate and inappropriate in a whole-class setting, and teachers will be best placed to meet the individual needs of their learners. If require support and training can be provided by the SMT or PSHE lead.

Training/ Support

If staff feel like they need additional training this can be arranged as part of CPD. Teaching staff may also invite visitors from outside the school, such as school nurses or sexual health professionals, to deliver information as a guest speaker or to provide support and training to staff teaching RSE.

Complaints procedure – See Complaints Policy

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school’s complaints policy.

Equal opportunities – See Equality Policy

The school regards access to a coherent programme of RSE as a fundamental right for all its pupils, irrespective of their academic ability, disability, gender, sexual orientation or ethnicity. Some issues may be perceived differently by boys and girls and may be tackled by single sex groups initially. Staff planning and teaching will be expected to detect and respond appropriately by rearranging groups for teaching purposes when the need arises. When discussing moral issues relating to different cultures or religions, pupils should not be allowed to denigrate the beliefs of others. Consideration is given to the design of teaching materials and approaches appropriate to all pupils.

Safeguarding and confidentiality – see Child Protection and Safeguarding Policy

At Bleasdale School we hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All staff within our school undertake annual compulsory Safeguarding training.

If a disclosure or child protection issue was to arise staff would follow the schools child protection and safeguarding policy. This can be accessed on the school website or a hard copy is available on request.

Personal information about pupils who have approached a member of staff for discussion should not be shared with any other person. If there is a child protection concern, the information must be logged on CPOMS and shared with schools designated safeguarding leads.

Staff and families must note that pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences.

10. Monitoring arrangements

Pupils’ development in RSE is monitored in a variety of ways including;

- by class teachers as part of our internal assessment systems
- feedback from parents
- feedback from pupils
- feedback from staff
- classroom observations
- planning scrutiny

This policy will be reviewed by Kate Aitchison annually.

At every review, the policy will be approved by the school governors and the headteacher.

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Appendix

Relationships Education Primary stage curriculum

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| 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 |

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| | <p>character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> ▪ 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 | <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. |

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

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| 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 |

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| | <p>cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> ▪ 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 | <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, |

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| | <p>domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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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Reviewed By A Allmark-Snow, 8th January 2024