

# The Birches Specialist Support School

## Relationships and Sex Education Policy



**Date Reviewed: March 2022**

**Reviewed by: Jacqueline Gregson** ( May 2021 policy further updated by ROH March 2022 )

Signed: .....  
On behalf of the Governors

Signed: .....  
Head teacher

**Date of next review: May 2022**

THE BIRCHES SCHOOL SPECIALIST SUPPORT SCHOOL  
Relationships and Sex Education POLICY

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** compulsory for all pupils receiving primary education. They also make **Health Education** compulsory in all schools except independent schools.

Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent or carers wish to withdraw their child from sex education beyond the national curriculum for science.

At The Birches we teach **Relationships Education** as set out in this policy and sex education to address individual need if it is requested through parent / carer choice and the EHC process.

INTRODUCTION

The Birches is a primary school (2-11 years) for children with severe learning difficulties, profound multiple learning difficulties, children on the autistic spectrum and children with social, emotional and behavioural difficulties. The school also caters for pupils with complex medical conditions. We have children from different cultures and religious backgrounds.

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, self-esteem, love and care and promoting the British Value of tolerance.

We also aim to support young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

Aims

- To ensure effective delivery of the Relationships and Sex Education curriculum, at a level appropriate to each child, and within a moral framework of mutual respect, rights and responsibilities, gender equality and acceptance of diversity.
- To ensure that the curriculum contributes significantly to each pupils' development and EHCP objectives as used to inform each Pupils Personal Plan.
- To follow the Science National Curriculum - where appropriate and relevant.

Relationships and sex education should contribute to the foundation of PSHE and citizenship by ensuring that all children:-

- Develop confidence in thinking and communicating about feelings and relationships
- Are aware of parts of the body and describe how their bodies work where appropriate
- Can protect themselves and ask for help and support where appropriate
- Are made aware of puberty as appropriate to their needs.

A planned curriculum as part of a whole school approach

Our curriculum and especially the relationships education context here prepares our pupils for life in modern Britain.

Our curriculum is developed to be age and stage of development appropriate (especially when considering cognitive understanding), and will tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;

Discrete, statutory relationships education provision will be taught in year 6. Children will be taught in small groups of mixed gender, covering topics appropriate to their ability. There may also be occasions when an issue arises that has to be dealt with on an individual basis, in line with the safeguarding policy.

RSE should be weaved into other subject areas to ensure that messages are reaffirmed and that conversations on the topics become normal, as advised by the statutory guidance. This will help to embed the learning for pupils who may not understand through one context.

Parents and carers will be made aware beforehand that relationships and sex education will take place and will be made to feel welcome in asking any questions about it so that they have the opportunity to engage with school on it. Adults involved in the teaching of Relationships and Sex Education will have had guidance and will feel comfortable in their ability to teach the subject.

Any outside agency or speaker will be:

- DBS checked
- Supervised
- Have confirmed that they have read and understood our Child Protection and Safeguarding policy.

## Information for parents

It is our policy to answer children's questions as they occur, naturally and at a level appropriate to the child. Relationships and sex education will be taught in the context of our school's aims and values.

We will teach pupils about

- Personal growth
  - How they have changed and developed since birth
  - Develop an understanding of life cycles
  - Personal hygiene
  
- Social development
  - Building relationships with each other
  - Sharing and tolerance
  - Emotions and feelings
  - The importance of and changes in family life
  
- Moral understanding
  - Making choices
  - Respect for others
  - Keeping safe/ability to say 'No'
  
- Spiritual understanding
  - Respect for the views and beliefs of others

### The Role of Parents

The school is aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

Inform parents about our school's Relationships and Sex Education policy and practice.

Answer any questions that parents may have about the Relationships and Sex Education of their child.

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

Consideration is given to the needs of individual pupils regarding their cultural and/ or religious background.

Parents have the right to withdraw their children from the non-statutory components of RSE but not relationships education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's

educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

### Confidentiality

At The Birches Primary Specialist School we believe that it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by:

Establishing ground rules for lessons through our class and school rules.

Role modelling and teaching our high expectations of behaviour for learning and Learner Values.

Sharing the need for confidentiality with staff and pupils and being clear about procedures should pupils indicate that they are vulnerable or “at risk” through our Confidentiality and Safeguarding Policies.

Where pupils indicate that they may be vulnerable and at risk, they will get support by staff following our Safeguarding Policies and informing the Safeguarding Leads.

### Equality and Diversity

Within our school we strive for the best outcomes for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation. We ensure our Relationships education is sensitive to the needs of all our pupils and their families by:

Being aware of each group of pupils’ individual characteristics, backgrounds, attitudes and feelings.

Differentiating how relationships education is taught from our programme of teaching and learning to allow access to it for all our pupils.

Ensuring freedom from all forms of bullying including homophobic, biphobic, and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.

## Policy Information and Review

*Review frequency: annually*

Date	Version	Changes made	By whom (name and role)	Due date for next review	Reviewed & Ratified by Govs.  (sign and date)
May 2018	1	N/A	F Shah DHT	May 2021	
July 2018		<i>06/07/18 The Policy Ratification Committee has met and requested that all current statutory policies are ratified for one year only whilst an appropriate cycle of ratification is implemented. Policies will then be approved for their full length of term either through the Full Governing Body or one of the committees following an agreed plan of ratification.</i>			
February 2019	2	Dates changed for ratification purposes – content is the same just the name of the policy and the dates altered	F Shah DHT	February 2022	
May 2021	3	Policy reviewed and updated by Jacki Gregson, using Healthy School's guidance.	Jacki Gregson, Senior Teacher	May 2022	
March 2022	4	Minor update by ROH to reflect direct reference to Statutory Requirements on Pg 2	R. O'Hara HT	May 2022	