



ROSEWOOD FREE SCHOOL

Title: Relationships and Sex Education (RSE) Policy

Lead Reviewer: Deputy Headteacher

Who this is aimed at: All Staff and Families

Version	Reason for Change
V2	Annual Update March 2022

Date Initially Implemented	17 th March 2021
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Policy Statement

At Rosewood free School we believe our learners should be at the centre of all their learning. A thorough assessment of their needs will determine the level and areas of Relationships and Sex Education (RSE) appropriate for them.

Aims

Many of our learners are at the very early stages of development and for them RSE means making connections, enjoying interactions with others and having their emotions interpreted, feeling safe, expressing preferences learning to making choices and maintaining good health.

We are committed to an RSE assessment and curriculum that promotes caring, enjoyable, safe and equal relationships and enables a focus on real life issues including families, consent and safe relationships. Inclusiveness is at the heart of all of teaching and learning at Rosewood free School and we will ensure RSE meets the diverse needs of all learners.

Some learners are able to advocate more for themselves. Their chronological age rather than developmental stage means we will focus their RSE assessment and curriculum on:

- Friendships and relationships
- Physical developments through puberty and pregnancy
- Families and love
- Emotions
- Personal safety, including online
- Health, including physical wellbeing, healthy eating, substance abuse and contraception
- Advocacy, knowing when to say yes and no, making life choices

Within our assessment and curriculum, we have built in a model that enables the assessing and teaching of areas that will occur naturally as a part of a learner's physical development regardless of their developmental level.

Examples of this include:

- Physical changes to bodies
- Onset of menstruation
- Erections and masturbation

The assessment and curriculum have within this model the capacity to cover age related social expectations such as developing friendships and loving relationships too.

Application

This Policy applies to all staff and families.

Inclusion of Families

At Rosewood Free School we work closely with our families and understand that for some the teaching of RSE may be concerning and present challenges. We want to set out clearly within the policy our intention to work in close partnership with families.

Families will;

- Be offered the opportunity to feedback on the policy and its proposals.
- Have the opportunity to meet to look at assessments and curriculum relevant to their child.
- Discuss individual targets and assessments at Educational Health Care Plan (EHCP) review and six monthly review.
- Use the Home School Book, telephone, email or other communication with class teachers, Senior Leadership Team, nursing and therapy to identify areas to focus on or areas of concern/change.
- Have the right to ask for areas of the curriculum not to be explicitly taught to their child. The guidance for opting out reflects a mainstream view and defines these areas as “aspects of sex education which are not part of the science curriculum in mainstream schools” We would encourage all families to talk through any specific concerns they have.

The DfE has published a useful list of FAQs for parents on the new RSE requirements, and two new guides on Relationships Education and Health Education.

https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/RSEPSHEFAQs.pdf

These guides are written with mainstream schools and their communities as the target audience. We will encourage families to seek support and reassurance from Rosewood Free School teachers and wider team directly when DfE documentation does not support their understanding.

We want to enable families to feel confident about supporting their child or young person with RSE at a level that is appropriate and they feel comfortable with. One way that we plan to do this will be through family drop in session or workshops on specific issues. These will be hosted at Rosewood and could include outside speakers and our team.

Assessment

We continuously monitor and adapt our assessment and curriculum in the light of the new research and through our internal development program.

Learners who are developmentally young and working as pre intentional, intentional and formal levels (see Appendix 1) will be assessed using:

Rosewood free Schools Individualised profile assessment target setting (ImPACTS) Self advocacy and Self Help

Learners who are working at the next developmental level Concrete Establishing concepts and Generaliser (see Appendix 2) will be assessed using:

Rosewood free Schools Individualised profile assessment target setting (ImPACTS) Relationship and Sex Education

Throughout the academic year evidence and information is collated towards a comprehensive annual assessment of all Key skill areas, prior to a learners Education Health Care Plan. New targets are identified or previous ones revised in conjunction with the family and the Multi- Disciplinary Team.

Teaching and Curriculum

RSE will be planned and delivered through our ImPACTS curriculum Schemes of Work created and developed by our teachers. A wide range of teaching methods will be used to support the age and stage of development of the learners along with meeting their preferred methods of communication.

This may include:

- Use of social stories and scenarios
- Quizzes / games
- Repetition
- Routines
- Community visits
- Matching activities
- Opportunities to practice and rehearse skills and actions

Our inclusive approach will be respectful in terms of gender, identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, beliefs or other life experiences.

Statutory Requirements

As a 2-19 school (incorporating Nursery /Primary / Secondary and Post 16 phases) we must provide Relationships Education to all as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that has coverage linked to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. The 2019 DfE guidance on Relationships, Health and Sex Education will become active at Rosewood Free School from September 2020.

Legislative (Statutory Regulations and Guidelines)

This policy has been created following the revised Department for Education statutory guidance stating that from September 2020 all

schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Areas of Governance

This is a mandatory Policy for Rosewood Free School staff to adhere to and is approved by the Governing Body.

The Governing Body looks to the support and professionalism of staff and volunteers at all levels in making this Policy truly effective.

This Policy will be reviewed and updated bi-annually from implementation by the Governing Body and Deputy Headteachers unless legal changes demand a timelier amendment.

Confidentiality and Child Protection/Safeguarding Issues

Although confidentiality is generally maintained in RSE lessons, if a staff member is concerned that a child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who will take action as appropriate. All staff members are familiar with the Policy and know the identity of the member of staff with responsibility for child protection issues. All staff working within post 16 have been trained in adult safeguarding.

Monitoring Arrangements

At Rosewood Free School, the delivery of RSE is monitored by:

- Head Teacher
- Deputy Headteacher (School)
- Deputy Headteacher (Post 16 and Avenues)
- RSE Key Skill Leads
- Governing Body

The delivery of RSE is monitored in a number of ways including lesson observations, moderation, planning scrutiny and learning walks.

Learners' progress and development in RSE is assessed by class teachers and the wider multi-disciplinary team and family using ImPACTS and other supporting assessments where appropriate to the individual.

Related Documents

This document should be read in conjunction with other School Policies, including those relating to:

- Behaviour Policy
- Safeguarding Adults Policy
- Safeguarding and Child Protection policy
- Single Equalities Policy and Plan
- Social Media Policy
- Parents, Carers and Families policy
- SEND policy

Documents that inform the SSET RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Complaints

Any employee is entitled to make a complaint in respect of any breach of this Policy through the Complaints Procedure.

Appendix 1 PMLD Level Descriptors

Pre-Intentional

These learners are at the very earliest developmental stage where their responses to stimuli internal and/or external are not intending to convey a meaning but may be interpreted as potential communicative behaviours by an adult. Responses may be very small and unique and therefore require careful observation over time. These behaviours include:

Stilling	Reacting/Reflex
Input from external stimuli for reaction	Body Language
Vocalisation – tone	Not intending to convey meaning
Adult adds meaning	Responding to initiate/instinctive
Immediate “the now”	Responses to internal workings/feelings

Intentional

These learners are beginning to learn that they have some control; they are agents who can influence people and objects. They still rely on someone who knows them well to explain their likes/dislikes to others. Their responses are more reliable and consistent and they are more aware of the two-way nature of communication. These behaviours include:

Reduced reflex response	Repeating action within a very familiar routine
Vocalising – turn taking	Anticipation
Increased concentration	Listening
Acting on their environment	More aware/starting to link into a familiar routine
Recognition	Attempt to convey meaning
Consistency to sounds made	More engaged
Starting to select	Developing cause and effect
Developing sense of urgency	Learning to control

Formal

These learners have responses that are reliable, consistent and can be interpreted by less familiar adults. They are able to make links between their actions and the effects caused. Typical behaviours include:

Initiating	Deliberate communication that is recognised
Understanding cause and effect	Simple Choices
Immediate recall of sequences actions/events	Communicating with a range of "Partners"
Able to label simple emotions	Timing
Learning to control	Awareness of own actions on others
Using previous knowledge/experience	Emerging memory

Appendix 2

Developmental Levels of SLD

We have been able to develop the quality of teaching and learning for our learners with PMLD by having a shared understanding of the learning needs. We have used the common assessment language of Pre-Intentional, Intentional and Formal to indicate required teaching styles best matched to the developmental needs. They have also provided us with an immediate first assessment of need and an understanding of how the pupil learns. We have decided that this approach could have a significant role to play in our understanding of the needs and styles of teaching and interaction our students with Severe Learning Disabilities require.

Concrete Learner:

Highly dependent on discovering for themselves and require lots of physical, practical and first hand experiences to learn. A poor short-term memory means the learner is heavily dependent on understanding an event/ action in order to recall it. The learner may use spoken language but require a known adult to explain/interpret these. Learners will have approximately 55 known words/signs/symbols therefore they need to be spoken to in simple sentences with only 1 or 2 information carrying words. Supporting language with real objects, pictures, signs or symbols will support understanding and recall. Learners have difficulty in processing information and require more time to do a task. They are unable to do something else at the same time (dividing attention). Learners are likely to have emerging behavioural challenges related to the frustration caused by the limitations of their communication abilities.

Establishing Concepts:

With prompting and staff modelling the learner can speak in simple sentences, speech may still require supporting through symbols and/or signing. Simplified sentences with 3-4 information-carrying words will be required as learner processes each word as it comes along. Adults need to speak in short meaningful phrases. Learners will often require prompts/pauses to initiate conversation even with familiar adults. They need to work out what the words mean and then process what the speaker requires them to do/say. Memory and recall will need to be supported with visual clues. Although aware of peers and interested in socialising, they may have limited

social interaction skills and a poor awareness of sharing. Learners at this level are highly distractible and will find it hard to refocus on a task/activity without adult support. They will learn simple routines and can recall these as a sequence if there is an end outcome. Establishing Concept learners are still very self-centred, some awareness of sympathy but not fully developed.

Generaliser:

Speech can be fully understood by a range of audiences or able to use an augmentative communication aid to produce more complex sentences. The majority of sentence spoken or produced will still be simple but with prompting, may be developed. They are able to recall simple activities/ events that they have been actively engaged in. These students still require processing time and additional comments/instructions in the form of verbal prompts can add confusion and potential distress. Generalisers are able to bargain with an adult for what they may like but not yet be using reasoning skills. These learners need to be fully engaged physically or rehearsing learning to develop understanding. They are more able to redirect attention and return to a task. They have an increased ability and awareness of reading other people's emotions and can predict how an action may make someone else feel. A skill learnt in one activity will need to be relearnt or rehearsed in lots of settings as only just learning to apply skills to new activities. Learners will have an increasing awareness of what they know and what they do not so may have trouble with a low self-esteem. They can be prompted by an adult to recall own abilities and how they might apply to a new situation. Generalisers still need support to process and retrieve information and to identify a problem exists in order to then move on to offer solutions.