



Westfield School

Relationships and sex education (RSE) and Health policy

Policy title: R(S)HE

Responsibility: ASSISTANT HEADTEACHER (Social and Emotional Curriculum Leader)

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As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

At Westfield School we teach RSE and Health education as set out in this policy.

1. Rationale

Relationship and Health education (R(S)HE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of committed, stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfE)

The term Relationships and Sex Education, R(S)HE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem, awareness of self and the skills to manage relationships through perspective taking.

Pupils at Westfield school will have varying degrees of social cognitive deficits relating to their SEN. Therefore, we ensure that our R(S)HE curriculum is inclusive by delivering its content at a needs relevant level and is presented in a way in which it is accessible to all. This ensures that all children at Westfield school have access to learning opportunities which help to develop their knowledge and understanding at a level which reflects their current level of development.

Our aim is that all children develop their knowledge and understanding of healthy relationships. Underpinning this is our specialist Social and Emotional curriculum which focuses on developing pupil's awareness of their own and others' thoughts and feelings. This, alongside the Social Thinking programme, lays the foundation for learning about relationships and sex education.

The above represents a global picture of what may be provided however, it is a possibility that a minority will not reach level of development necessary to access some contents of the curriculum.

2. Curriculum

RSHE is covered as part of Westfield School Social and Emotional Curriculum and in combination with Speech and language therapy intervention.

Each child is going to make progress at their own pace, determined by their profile of SEN. Some groups will need lessons taught over and over before students grasp the major concept, while other groups will develop understanding of concepts more efficiently.

It is important to note that R(S)HE learning outcomes are rarely learned to full competence within a set time period, and pupils are encouraged to revisit skills and adapt their knowledge to an increasingly sophisticated set of social rules as they age. Therefore, the goal is for every child to advance in his/her own personal understanding and use of skills.

3. Aims

- To notice changes in arousal and adopt individualized de-escalation strategy in order to prevent dysregulation or reregulate as appropriate.
- To help children to modify their social behaviours across contexts
- To encourage students to observe the social connections between people and environments
- To develop the ability to think about what others are thinking
- To have children realize that others are also thinking about them
- To help children identify how other people make them feel in order to judge what relationships they want/ don't want
- To help pupils understand the concept of consent. To recognise acceptable parameters and behaviours and avoid being exploited or exploiting others.
- To provide timely information and equip young people to cope with their changing physical development as they move towards and through puberty
- To enable young people to identify sources of appropriate personal support, advice and treatment

4. Curriculum delivery

R(S)HE and health is both explicitly taught and implicitly reinforced in a child's day to day experience in Westfield School. Pupils' ability to transfer skills from theory to practice is monitored across the school day, including forest school. Forest school sessions provide pupils with opportunities to discover new talents, rehearse their social and life skills and take supported risks in a safe and nurturing child-led environment.

R(S)HE is taught in small groups of pupils with similar levels of social cognition and therefore working towards comparable R(S)HE targets. Therefore, staff are able to deliver, and pupils are able to access, explicit RSE content that is aligned to their unique social learning abilities. See Appendix 1)

An interactive bank of life skills resources are being used to increase motivation and engagement in the R(S)HE curriculum. Westfield school are subscribers to the 1 Decision program which supports the new statutory changes in Health Education and Relationships Education. One Decision offers an interactive bank of life skills which are motivating to pupils with limited joint attention, increasing engagement in the subject. The comprehensive resources have been mapped to the PSHE Association's PSHE Programme of Study for pupils with SEND. More information about the programme is available on their website <https://schools.1decision.co.uk/my-modules>

Use of video footage greatly enhances learning in this area. When appropriate, individual pupils take part in video learning to focus on their ability to process and respond to social information and

their individual pattern of response This can also be supported by Cognitive Behavioural Therapy to develop positive thinking and enhance pupils' mental health and wellbeing.

Westfield has implemented the Mindfulness in Schools program to support the emotional health and wellbeing of its pupils. At its most basic level, mindfulness helps train your attention to be more aware of what is actually happening, rather than worrying about what has happened or might happen

We also recognise that a range of people from a wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

5. Inclusion

For all pupils there is a need for clear, explicit and repeated teaching about sex and Relationships, to avoid confusion. Pupils with learning difficulties may need to learn things specifically which other pupils learn incidentally, for example, what being 'private' actually means. They may be more open to exploitation than other pupils, and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety. (QCA 2001)

At Westfield School, teachers prioritise differentiation, assessment for learning and continually provide opportunities for overlearning and clarification.

As a Multi-disciplinary team we continue to review and revise our curriculum in alignment with our current and forecast cohort. We ensure that our awareness of the significant differences within our cohort's social cognitive maturity and development informs our curriculum so that it remains relevant and meaningful to all Westfield pupils.

Within any pupil cohort it is expected that there will be a diversity of personal experience and home circumstance. In R(S)HE pupils learn to understand the importance of marriage and stable relationships outside of marriage as key building blocks of community and society. It is important that this key value framework is delivered and care is taken to prevent stigmatisation of children whose personal home circumstances differ.

6. Teaching and Learning Styles

Priorities for teachers of R(S)HE include:

- Creating a safe and secure classroom environment where children feel valued and respected
- To include different sensory experiences at the 'Foundation' level tailored to individual pupils, in addition to responding to adult prompting.
- To provide children with a variety of tools in order to participate and contribute to group dialogue eg, sign language, picture symbols.

- All staff to use common and consistent social vocabulary during teachable moments as well as across environments. Frequent use of terms will help pupils take the concepts and apply them outside the classroom.
- Employing distancing techniques and depersonalising discussions-social stories
- Maintaining professional boundaries and ensuring that personal beliefs and attitudes will not influence the teaching of RSE
- Responding openly and honestly to genuine questions
- Reserving the right to answer individual questions separately from the class group
- Protecting pupils from accessing inappropriate material, for example, via the Internet
- Processing time to digest new concepts. Interactive and participatory teaching methods ensure that pupils are actively engaged in their learning. Pupils need opportunities to process their learning, understand and discuss their feelings and practice new skills in their everyday lives.

External support agencies and Health Services may also contribute to the R(S)HE curriculum. Particular care is taken to ensure the selection of appropriate teaching materials with regard to the age, cultural background and ability and levels of understanding of pupils.

7. Assessment and recording

Progressive stages are being used to support different levels of independence that pupils with SEND may have. The stages form the R(S)HE and health assessments, so that pupils' progress can be monitored both within lessons as well as over a period of time.

All Westfield School pupils will have a personalised APDR target linked to RSE and Health. Targets will be set by teaching staff and reviewed by a multi-disciplinary team. Relevant staff will monitor coverage and progress through the half termly target reviews.

A pupil may be referred to receive a R(S)HE intervention; this may be on an individual basis or as part of a selected group. A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; appropriate relationships, body image, changes during puberty, peer pressure, boundaries, choices, risk and consequences. The multidisciplinary team will decide whether the pupil requires targeted or specialist intervention work.

8. Roles and responsibilities

The governing board will approve the R(S)HE policy, and hold the Assistant Headteacher (Mrs E Skeldon) to account for its implementation.

The Assistant Headteacher (Mrs E Skeldon) is responsible for ensuring that R(S)HE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of R(S)HE.

The skills, knowledge and expertise of all staff are valued and may be drawn upon when possible and appropriate.

Health Promotion Units and Health professionals have an important role to play in the delivery of R(S)HE and their expertise and input will be sought for particular elements of the programme. Other agencies may be involved from time to time.

All adults having direct contact with children will be assessed for suitability in accordance with current legislation and the school's Safeguarding Policy and Procedures.

9. Training

Staff are trained on the delivery of R(S)HE as part of their induction and it is included in our continuing professional development calendar.

Staff will work under the guidance of our Speech and Language Therapists with timetabled 'Coaching' sessions offered to all staff providing continuous CPD.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching R(S)HE.

10. Involving Parents/ Guardians in RHE and sex education

Schools have a legal duty to provide comprehensive Relationship Education and some pupils may rely on school input as their main or only source of sex and relationships education. We recognise that there is much variance between families; many families are actively involved in this area of their child's personal development but there may be families within which it is difficult to discuss issues relating to R(S)HE, including sex education.

At Westfield School, we place the utmost importance on establishing an appropriate and constructive partnership between home and school. We aim to deliver an inclusive curriculum and any particular religious or cultural views of parents/ guardians will be considered carefully in the light of our equal opportunities policy when delivering the R(S)HE programme. We welcome views and comments on any aspect of R(S)HE and any parents/ guardians wishing to view the programmes of study for R(S)HE may request copies from school.

11. Right to withdraw

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

The school will inform parents, if teaching staff consider a pupil developmentally able to access the sex education part of the R(S)HE curriculum. Those parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

12. Confidentiality, disclosure and safeguarding children

It is acknowledged that whilst effective R(S)HE is depersonalised and conducted within established ground rules and boundaries, there may be occasions when staff become concerned about the safety of a child. Concerns may be raised as a result of a child's actions, vocalisations or direct disclosure.

In all circumstances, staff at Westfield School will respond in accordance with procedures established in the school's Safeguarding Policy. At all stages of a disclosure, pupils can be confident that their best interests will be maintained and, in order to do this, teachers cannot offer unconditional confidentiality.

Appendix 1 Long Term coverage by P.o.D

POD	Autumn	Spring	Summer
1	Rainbow drops (EYFS) Mindreading discrete Social and emotional curriculum: embedded	Rainbow drops (EYFS) Mindfulness: discrete Mindreading embedded Social and emotional curriculum: embedded	Rainbow drops (EYFS) Mindfulness: discrete and embedded Mindreading embedded Social and emotional curriculum: embedded
2	RHE 5-8 1. KEEPING/STAYING SAFE- Road safety 2. KEEPING/STAYING HEALTHY- Washing Hands Mindreading discrete Social and emotional curriculum: embedded	RHE 1. BEING RESPONSIBLE-Water Spillage 2. OUR WORLD- Growing in our world Mindfulness: discrete Mindreading embedded Social and emotional curriculum: discrete	RHE 1. RELATIONSHIPS- Friendship 2. HAZARD WATCH-Is it safe to play with? Mindfulness: discrete and embedded Mindreading embedded Social and emotional curriculum: discrete
3	RHE 5-8 1. KEEPING/STAYING SAFE- Leaning Out of Windows 2. KEEPING/STAYING HEALTHY- Healthy eating Mindfulness: discrete Mindreading discrete Social and emotional curriculum: embedded	RHE 1. BEING RESPONSIBLE- Helping someone in need 2. OUR WORLD- Living in our world Mindfulness: embedded Mindreading embedded Social and emotional curriculum: discrete	RHE 1. RELATIONSHIPS- Body language 2. HAZARD- Is it safe to eat or drink? Mindfulness: discrete and embedded Mindreading embedded Social and emotional curriculum: discrete
4	RHE 8-11 1. KEEPING/STAYING SAFE- water safety 2. KEEPING/STAYING HEALTHY- brushing teeth Mindfulness: discrete Mindreading discrete Social and emotional curriculum: embedded	RHE 1. BEING RESPONSIBLE- stealing 2. OUR WORLD-Working in our world Mindfulness: embedded Mindreading embedded Social and emotional curriculum: discrete	RHE 1. RELATIONSHIPS- Touch/ Puberty 2. A WORLD WITHOUT JUDGEMENT- Breaking down barriers Mindfulness: discrete and embedded Mindreading embedded Social and emotional curriculum: discrete
5	RHE 8-11 1.KEEPING/STAYING SAFE- peer pressure 2. KEEPING/STAYING HEALTHY- medicine Mindfulness: discrete Mindreading discrete Social and emotional curriculum: embedded	RHE 1. BEING RESPONSIBLE- coming home on time 2. OUR WORLD-Looking after our world Mindfulness: embedded Mindreading embedded Social and emotional curriculum: discrete	RHE 1. RELATIONSHIPS: Appropriate touch/Puberty 2. A WORLD WITHOUT JUDGEMENT- Inclusion and acceptance Mindfulness: discrete and embedded Mindreading embedded Social and emotional curriculum: discrete

TO BE COMPLETED BY PARENTS – WITHDRAWAL REQUEST FROM sex education within RSE			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			