



STEPHEN HAWKING SCHOOL

POLICY

Relationships and Sex Education (RSE) and Health Education Policy

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1. Aims

Stephen Hawking Primary School is committed to putting safeguarding and well-being at the heart of everything we do and this includes teaching relationships and sex education (RSE) and health education to pupils.

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

- Teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010 and the 2020 DfE guidance on Relationships and Sex education (RSE) and Health Education
- Provide a framework in which sensitive discussions can take place
- Support pupils to form trusting and meaningful relationships with others beyond their family and develop an awareness of different types of families and relationships
- Support pupils in very early developmental stages (PMLD) to develop an understanding of self
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Stephen Hawking School we support pupils to develop self-esteem, self-advocacy and respect for themselves and others.

2. Statutory requirements

As a maintained primary school for pupils with profound and multiple learning difficulties and complex medical needs we must provide relationships and health 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 elements of the science curriculum and the PSHE curriculum.

As a school what we deliver to individual pupils will be determined by our assessment of pupils' developmental stages. This enables us to deliver a curriculum that is meaningful to that child.

- Those children at a pre-subject specific stage of development will receive input that relates to their developing awareness of themselves and their bodies
- Those working at a subject specific stage, will receive teaching as outlined in the national curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Stephen Hawking School we teach RSE as set out in this policy.

3. Policy development

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

1. Policy development – policy was developed in conjunction with the Healthy Lives Team in the Local Authority.
2. Staff and governor consultation – school staff were given the opportunity to look at the policy and make recommendations. The policy was shared with the curriculum leaders who were invited to provide feedback. There was also consultation with teachers and governors.
3. Parent/carer consultation – parents were provided with information about the policy and surveyed on their views.
4. Ratification – the policy was ratified by the Full Governing Body - July 2021

4. Definition

RSE is about the emotional, social and physical wellbeing of our pupils and involves learning about relationships, growing and changing, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but may be adapted as and when necessary depending on the year group, the ability of the pupils and level of understanding of our pupils within it.

6. Delivery of RSE

At Stephen Hawking School our relationships and sex education policy aims to support the pupils in developing an understanding of;

- Themselves and others around them
- Their own bodies and changes that may occur
- Recognising that everyone is different
- Tolerance towards others
- Theirs and others' ability to make choices

Relationships and health education is taught within the personal, social, health and economic (PSHE) education curriculum and through other areas of the curriculum, such as Religious Education (RE). Biological aspects of RSE are taught within the science curriculum.

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 (please refer to our E-safety Policy)
- Being safe

These areas of learning are taught within the context of family life, Children from all types of family are valued at Stephen Hawking School. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers.

For more information about our RSE curriculum, see Appendices 1 and 2

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the Executive Head teacher to account for its implementation.

7.2 The Executive Head Teacher

The Executive Head Teacher and Heads of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of PSHE.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and responding to the needs of individual pupils through observation
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of PSHE

7.4 Pupils

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

8. Parents' right to withdraw

Requests for withdrawal from PSHE aspects of the RSE curriculum should be put in writing and addressed to the Executive Head Teacher. A copy of the withdrawal request will be placed on the student's educational record. The Heads of School will discuss the request with the parents and take appropriate action.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

10. Monitoring arrangements

This policy will be reviewed by the Head of School and Senior and Curriculum leaders. At every review the policy will be approved by the governing body (Curriculum committee).

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. After the visit they will make a judgement on personal development (including teaching of the protected characteristics) in section 5 Inspection and they will make a judgement on leadership and management. This now includes how effectively school teaches the new RSE and Health Education curriculum, and includes evaluating and commenting on the school's RSE Policy and on staff development, training and delivery.

Appendix 1: Curriculum map

Relationships and sex education (RSE) and health education curriculum map

Stephen Hawking School values the importance of teaching RSE as an aspect of our whole school curriculum that supports our pupils to develop into confident, respected and respectful young people. We aim to ensure that all aspects of RSE are covered within our day-to-day teaching, therefore RSE permeates all areas and is taught alongside and within all aspects of daily school life. All interactions with children and their parents / carers are recognised as learning opportunities.

Such opportunities and examples are outlined below:

Dressing/ personal care routines e.g. as part of PE, swimming, toileting programmes	Talking about parts of the body (using the scientific terms for intimate body parts) within supporting self –care programmes Songs, stories, rhymes about our bodies during the day Facilitating independence Teaching about where are good/safe places to get changed Teaching about when is an appropriate time to get undressed/dressed and who can help
Developing relationships, e.g. within class sessions	Daily “hello” sessions: recognising self and others Adults look for and promote opportunities for fostering relationships between pupils, e.g. a partner in PE Pupils are given responsibility for helping each other, e.g. handing out dinner aprons to each other Turn-taking on the roundabout and on the bikes in the playground
Developing relationships within the wider school, e.g. during assemblies	Celebrating each other's personal achievements Being in a very large group Developing an awareness of community and our place within this Marking and celebrating special occasions and birthdays and events – Black History, Eid.
For EYFS: Separating from parents for the first time	Making meaningful and positive relationships with people outside of the family for the first time

Noticing difference/change/development	<p>Engaging in activities such as dressing up, face painting</p> <p>Using children's personal records as a teaching resource, e.g. when I was in the Nursery, now I am 5 (NB sensitivity and flexibility is always required here when working with a class/group where a member may have a degenerative condition)</p>
Promoting a healthy lifestyle through cooking activities and PE including swimming	<p>Using a switch adapted blender to make soups and smoothies, also supports independent learning</p> <p>Facilitating being on the move throughout a whole PE lesson</p> <p>Regular time outside in the playground</p> <p>Swimming</p> <p>Snack time</p> <p>Yoga and other therapeutic input</p>
Promoting opportunities for developing respect and tolerance of others	<p>Activities that promote collaborative working, e.g.</p> <ul style="list-style-type: none"> • using the "co-opera band" in PE • working around the resonance board • the seesaw in the playground (SJR) • turn-taking in activities such as cooking • creating whole class art work through use of huge paper!

Appendix 2	Curriculum map for each year group
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Early Years	Autumn Spring Summer	Myself Growth and Change The World Around Us
Year 1	Autumn Spring Summer	Ourselves. Food The Seaside
Year 2	Autumn Spring Summer	My World Animals On the Move
Year 3	Autumn Spring Summer	Containers Community Colours
Year 4	Autumn Spring Summer	Weather Materials (Romans) Wheels
Year 5	Autumn Spring Summer	Light and Dark Holes (Egyptians) Water
Year 6	Autumn Spring Summer	Festivals (Tudors) Change Rivers