



Park Lane School

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Relationships and Sex Education Policy

The importance of Relationships and Sex Education:

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.”

Department for Education 2019

Contextual Information

Park Lane School caters for pupils aged 2-19 that have severe and complex learning difficulties. Some of the pupils have additional difficulties including visual and hearing impairment, Autism, physical, behavioural and medical needs. The school forms part of the special education provision for the east of Cheshire and takes pupils from Wilmslow, Knutsford, Poynton and Congleton. The school has very few pupils from ethnic backgrounds.

Rationale

All pupils at Park Lane School have the right to develop an understanding and knowledge about themselves. All young people develop physically and emotionally and need to be helped to understand the changes in their bodies and feelings about themselves and others. In order to help the pupils, achieve this they need to be helped to develop their confidence and self-esteem. Our pupils, because of the severity of their disabilities are vulnerable within society and need to be taught ways in which they can protect themselves from being hurt.

Aims

The Relationships and Sex Education (RSE) within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy and independent lives. The work will be delivered in

appropriate, accepting way which enables young people, whatever their gender or sexuality, to contribute.

Impact Statement

Moral and Values Framework

The RSE programme will reflect the school ethos, and demonstrate and encourage the following values:

Respect for self and others.

Respect for difference.

Responsibility for their family, friends and wider community.

The rights of the individual.

Equality.

Objectives

To develop pupil's confidence and self-esteem.

To develop pupil's knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.

To provide opportunities for young people to develop effective, fulfilling relationships.

To provide opportunities for young people to develop an understanding of, and a respect for differences.

To enable young people to develop the skills necessary to protect themselves from exploitation.

To enable young people to develop the ability to understand the consequences of their decisions and actions.

To develop pupil's knowledge and understanding about the services that are available.

Rights Respecting Schools

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Examples in the RSE curriculum: Ongoing teaching of consent, own body, respect for individual views.

Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.

Examples in the RSE curriculum: Ongoing teaching around public/private.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Examples in the RSE curriculum: Ongoing teaching of aspects of RSE at appropriate levels e.g. SoSafe.

Article 34

Governments must protect children from sexual abuse and exploitation.

Examples in the RSE curriculum: Ongoing teaching of consent, appropriate touch, public/private.

Content

How is the subject taught?

All learning starts from where the pupils are by initially assessing their understanding, misunderstanding or gaps in their knowledge and from there the teachers and class teams will teach and facilitate learning using a range of teaching methods and different forms of curriculum provision:

- Discrete curriculum time
- Teaching RSE in and through other subject/curriculum areas
- Through pastoral care and guidance

Pupils in the Foundation Stage and Key Stage 1 have planned activities and regular routines which focus on the earliest skills needed for RSE development as well as developing physical self-help and self-care skills.

In Key Stages 2 – 3 RSE will be taught through planned programmes of study and through daily routines and activities, which are ongoing throughout the year. Many areas for example healthy eating and relationships with others are taught in a cross-curricular way. This allows pupils to develop their awareness, understanding and skills through a range of practical activities which are linked to the topics they are studying.

In the KS4 class and 6th Form, pupils follow a life skills based curriculum and RSE is taught through everyday 'real life' and appropriate activities, which are both cross curricular and subject specific e.g. Health and Wellbeing.

SoSafe is delivered to groups of pupils from KS2 to 6th Form.

Pupils throughout the school share weekly assemblies to encourage and promote the development and understanding of key British Values for example, Confidence, Peace, Honesty, Respect, Community, Sharing.

Long Term Planning

Teachers at Key Stage 2 - 3 will devise their own curriculum maps and schemes of work which show coverage over two (lower & upper KS2) or three (KS3) years. Aspects of RSE will also be planned for in the Curriculum Value areas of Individuality and Community, written by designated coordinators groups.

The Early Years Foundation Stage and Key Stage 1 Scheme of work is devised by the class teachers and is wholly cross curricular. The teaching addresses RSE through planned activities within Personal, Social and Emotional Development, Physical Development and Understanding the World.

Key Stage 4 and 6th Form will follow accredited programmes of study.

Medium Term Planning

The Early Years Foundation Stage class and Key Stage 1 class have incorporated into RSE into their medium term plans through topic related work and daily routines. This may change weekly depending on children's current interests, cultural and religious celebrations linked to individual families which affect the individual children.

So Safe Schemes of Work for Key Stage 2 & 3 are to be developed in conjunction with class teachers and the subject coordinator and will come into place for delivery in September 2020.

Students in KS4 and 6th Form work on units of work from an externally accredited qualification. There are several of these which link into areas of PSHCE for example Dealing with Problems, Keeping Safe, Being Healthy.

Small groups of pupils are following the So Safe Scheme of Work which is delivered by Wendy Macfadden, an experienced HLTA who knows the pupils and their specific needs. This programme is taught in single sex groupings and permission from parents/carers is always required before any RSE lessons are taught.

Short Term Planning

Details of individual lessons for the whole class, groups or individuals are included on each class's weekly Forward Plan and lesson plans are written as required. A lot of PSHE/RSE takes place within other subject areas and throughout the daily routines. It is not always taught as a discrete lesson.

This area will be delivered through the aims and objectives stated above through learning opportunities appropriate to each individual pupil. RSE at Park Lane has been carefully planned to take account of a pupil's age, maturity and physical development. The programme builds on previous work and pupil progress is monitored by class teachers and the RSE co-ordinator.

From KS3 onwards RSE may be delivered in single sex groups in order to promote privacy and dignity for the pupils.

Assessment and Progress

Pupil achievements, progress and experiences in RSE are recorded by the class teams through Records of Achievements, Learning Journeys (Foundation Stage) and completing the assessment tool B Squared which is currently based on Engagement and Progression Steps and EYFS Early Steps. Teachers use B Squared to help set appropriate, relevant objectives and expected outcomes in RSE for individual pupils and to record progress over the terms.

Students in KS4 and the 6th Form focus on units of work from an externally accredited qualification which are recorded in their individual files for accreditation.

Monitoring

The subject coordinator supports colleagues in the teaching of RSE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Teachers are asked to give the co-ordinator feedback on the termly schemes of work so the co-ordinator can note coverage and any problems there may have been in delivering schemes of work. The coordinator has access to all teacher files, on the school server, in order to access long, medium and short term planning as well as records held within the B Squared assessment tool which allows for regular monitoring of the subject.

Working with Parents

The school is committed to working with parents. Parents can, under section 405 of the Education Act 1996, withdraw their child from RSE lessons.

“If any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except, in so far as the education is comprised in the national Curriculum, be so excused accordingly until the request is withdrawn.”

Parents wanting to exercise this right are invited to contact the Head Teacher or class teacher who will explore their concerns and discuss any impact that such an action may have on the child.

Relationship and Sex Education materials will be available to parents who wish to supplement the school programme.

Child Protection Policy

The school has a child protection policy that is available on request.

Confidentiality

It is the responsibility of the school to support young people but no individual should guarantee a pupil absolute confidentiality.

Young people should be made aware that “confidences” might be shared among staff of the school if that is seen to be beneficial. Under the Children Act 1989 adults “*may do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child’s welfare*”.

Equal Opportunities

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RSE education provision. The RSE work that is carried out in school is dealt with in a sensitive and empathetic way. This ensures that all students can take part. The resources are monitored to ensure they are appropriate to the students and class teachers can approach the co-ordinator to request specific equipment or resources if needed for specific pupils.

Reporting to Governors

The co-ordinator writes a short report if requested by the Chair of Governors or Head teacher to inform Governors of any progress and achievements in this subject area.

Katy Wadsworth