

Moorcroft School

Relationships and Sex Education Policy

Effective Date: June 2018

Next Review Date: June 2021

Statutory? Y

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Scope

The policy applies to the staff of Moorcroft School, parents, and governors of the school, directors of Eden Academy and pupils of the school.

Introduction

Moorcroft believes that every pupil has the right to be valued. We encourage all pupils to have a feeling of self-worth. As young people develop at different rates and achieve differing developmental levels, they have the right to receive information appropriate to their needs and be supported to develop to their full potential.

Sex and Relationships Education is taught as part of our Skills for Learning and Life Curriculum which aims to focus on:

- Developing our pupil's confidence and sense of responsibility, whilst always making the most of their abilities.
- Preparing the young people to be as independent as they can possibly be.

- Developing healthy and safe behaviours and choices.
- Developing good relationships and encouraging a respect for difference

Young people have the right to develop their personalities and understand about their bodies and sexual development, as far as their ability allows. We believe that self-esteem and confidence are fundamental to all learning regarding personal and sexual development. Sex and Relationship Education is about exploring feelings and emotions, it also enables pupils to be aware of the personal choices they can make and the implication of these on those around them.

As part of the Sex and Relationship Education framework, pupils are taught about the nature and importance of family life. Young people should also be given strategies to protect themselves from physical danger and exploitation wherever possible.

Definition

Sex and Relationships Education is lifelong information about physical, moral and emotional development. It is about understanding of the importance of family life, relationships, respect, love and care.

Aims

We aim to provide all pupils with a programme that is appropriate and relevant to their age and developmental level and to respect all individuals for whom they are regardless of their sexuality. We value the uniqueness of each individual.

We aim

- To raise young peoples' confidence and self-esteem.
- To engender feelings of self-respect and respect for others regardless of gender, race, culture, religion or ability.
- To develop awareness of and confidence to talk about emotions.
- To understand the consequences of actions and choices made.
- To help pupils understand themselves and the pattern of relationships with friends and families.
- To promote knowledge and information about their bodies, their development and their sexuality.
- To encourage a positive attitude to body functions.
- To promote awareness of healthy and personal safety.
- To encourage appropriate behaviour in private and public situations.
- To support pupils during puberty.
- Promote and support well-being and mental health.
- Promote staying safe online

Teaching methods used;

There is a whole school approach to Relationship and Sex Education (RSE) as part of the planned programme Health and Fitness and Science. The RSE programme will be firmly rooted within the SLL curriculum, therefore, being integrated into the daily pattern of school life and across all curriculum areas.

A variety of teaching and learning strategies will be used. Where appropriate teaching methods will include class, group, partner and individual work. The pupils' own experiences and understanding will be used as a starting point when devising a range of activities.

The exact form of each lesson will be determined by the class teacher and will take into account the RSE Guidelines and the needs and maturity of the young people concerned. Our young people will need plenty of opportunity to have information repeated and reinforced, and many will need a lot of support to develop basic levels and understanding.

Organisation of the curriculum

In the Key Stages 3 topics covered are incorporated into Health and Fitness and Science lessons. Topics include Hygiene, Learning about Me and Others, Knowing Me Knowing You, Senses, Family and Friends, Clothes and Coverings, and Feelings and Emotions.

In Key Stage 4 and the Sixth Form topics covered are Emotions, Body Awareness, Decision Making, Personal Hygiene and Personal Development, and Behaviour for Learning (for example, managing self in new environments). As well as being incorporated into Health and Fitness and Science lessons students also receive accreditation from various awarding bodies.

In the Albert Bridge topics covered are Behaviour for Learning, Body Awareness, Sensory Processing and Regulation, Understanding Emotions, Self-Evaluation and Decision Making, Personal Hygiene and Personal Development, Building Relationships, and Dealing with the Unexpected.

Throughout the school the curriculum will support pupils' mental health and well-being. Pupils at an appropriate developmental level will receive guidance on staying safe online. Staff will ensure that pupils at an early level of development will be kept safe in accordance with the Academies Esafety and Safeguarding Policies.

Resources

The most valuable resource is the sensitivity, experience and knowledge of our staff working in partnership with parents. Information will be given and awareness raised via songs, presentations, pictures, books, puzzles, play, daily routines, PE and, self-help programmes.

Our RSE guidelines indicate suitable resources, which we will continue to ensure, are kept relevant and up-to-date. Staff are trained in and requested to adhere to the Guidelines and Golden Rules for "Helping Young People to Stay Safe and Able to Protect Themselves" (See Whole School Behaviour Policy)

Monitoring and Assessment

Every pupil in school has a set of Learning Aims Outcomes. Learning Aims include Relationships, Health and Fitness, Skills for Learning and Life and Social and Emotional Development.

Class teachers will monitor their pupil's responses and progress and write evaluations according to the schools' assessment policy.

The SLT will carry out monitoring and evaluation of the Sex and Relationship Education curriculum and policy. This may include;

- Lesson observations.
- Feedback from class teachers about the work covered.
- Including Sex and Relationship Education as a regular item at staff and Governors meetings.

Professional Development for staff

All staff have access to polices to familiarise themselves with and to refer to if needed.

Sex and Relationship Education is most effective when taught by teachers who have the necessary subject knowledge and who are able to employ appropriate teaching methods. All staff involved in teaching Sex and Relationship Education should have the opportunity to develop skills, knowledge and confidence in addressing issues with pupils through continuing professional development (CPD).

Staff development may include –

- Team teaching or teachers observing other staff.
- Training courses with support to apply learning in the classroom.
- In school training sessions carried out by the PSHE coordinator or external agencies.

It is important that when any form of CPD is undertaken staff are supported in disseminating the lessons learnt within school. They should also be encouraged to evaluate its impact on teaching and learning.

Staff with key responsibilities

The role of the Curriculum Lead (currently the Assistant Headteacher) is

- To write and monitor the Relationships and Sex policy
- To liaise with the Specialist Health promotion Team in Public Health and other schools where required
- To identify and organise training for staff
- To disseminate information from own training

- Monitor planning and resources
- Develop schemes of work
- To disseminate information to the Board of Trustees and to consult the LAB

Policy development and consultation

The Sex and Relationships Policy has been approved by the Board of Trustees. The teaching staff were presented with the draft policy and asked for their views.

THE Relationships and Sex Education policy follows the guidance *Sex and Relationship Education Guidance (DFE, 2000)* and *Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education (DFE, 2017)*

Partnership with parents

Moorcroft School acknowledges that the Home-School partnership is essential to provide a consistent approach to Relationship and Sex Education.

We recognise that parents are the key people in:

- Teaching their children about sex and relationships
- Helping their children to cope with the emotional and physical aspects of growing up
- Preparing their children for the challenges and responsibilities of growing up.

We aim to work together on these tasks so that steps can be taken to address each pupil's individual needs. Parents need to be able to see and agree the policy and have opportunities to discuss the SRE programme.

Cultural and religious views will be encouraged and respected. We feel our programme is appropriate to all our pupils. We are committed to equal opportunities.

Right for withdrawal

The Relationships and Sex Education programme at Moorcroft will be delivered mainly in a cross-curricular manner via everyday practice. Throughout the school we will deliver RSE in a sensitive and appropriate manner. We will inform parents prior to beginning this work and we will invite discussion with them. We will group pupils carefully and will make appropriate arrangements to meet specific cultural needs. We recognise parents' rights to withdraw children from all or parts of the Sex and Relationships programme except that covered by the National Curriculum for Science. Any withdrawal requires a discussion with the Headteacher

Date of next review: June 2021

Signed on behalf of the Board of Trustees: _____