

Some aspects of RS education is delivered through the National Curriculum area of science. This area is statutory and will be delivered through our subject specific learning.

We ensure that our RSE is always appropriate to pupils age and stages of development and is as essential part of safe guarding. This approach is used in key Stage 4 onwards where students have access to discrete timetabled RSE lessons.

All our students participate in the programme of study up to three terms before students 16th birthday. Students are taught in same sex small groups based on their cognitive ability and learning style. These discrete groups are taught in addition to the PHSE relationship education programme of study.

Complex Rationale:

Outcomes are primarily based on the 4 area of needs and are focused on developing behaviours and routines for those students not yet accessing the National Curriculum. Through sensory experiences students are provided with opportunities to engage with their environment to the best of their ability. All activities aim to develop skills that will allow pupils to be as independent.

Less Complex Rationale:

Our less complex learners are those who possess the pre- learning skills to access National Curriculum outcomes. Through work experience students are challenged to reach their potential through more RSE subject specific targets. These students are continuously given the opportunity to develop a holistic understanding and make connections between education and life after school.

Most Able Rationale

Our most able students are those who can access an adapted National Curriculum with greater independence and more formal subject content.

Purpose of the Policy

At Highshore School we ensure that pupils with special educational needs and learning and communication difficulties are properly included in RSE. RSE should help all pupils understand their physical and emotional development and enable them to learn about safety and risks in relationships and prepare pupils for the opportunities and responsibilities of life.

Aims and Objectives

“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health” (DFE July 2000).

The aim of RSE is to provide our pupils with information, explore attitudes, values and beliefs in order to develop skills to enable them to make positive decisions. Taking account of the age, maturity and needs of our pupils, sex and relationship education aims to:

- give clear, factually correct information that helps develop an awareness and understanding of the human body to help cope with the influences of peers and media

- help pupils to understand and express their feelings by increasing their vocabulary, developing their confidence and communication skills
- develop an understanding and valuing of others beliefs, needs and feelings
- equip pupils with the skills needed to develop a range of relationships and encourage respect and consideration for others
- develop an understanding of the individual's ability to make healthy and safe choices and encourage personal responsibility in all forms of behavior
- provide information about agencies which can give support on related issues
- encourage self-esteem and confidence, especially in their relationships with others
- promote the spiritual, cultural, mental and social well-being of all pupils
- prepare pupils for the responsibilities of adult life

Equal Opportunities: The Moral and Values Framework

RSE is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of RSE respects religious, moral and cultural viewpoints and is underpinned by values promoting equality, respect and inclusion. We will be neutral to sexual orientation and adopt a non-tolerance policy towards homophobic bullying. Valuing diversity and anti-discriminatory practice is an integral part of our school's ethos.

Legal Requirements:

The teaching of RSE at Highshore is informed by our statutory duties, nations RSHE guidance and the national curriculum set out by the DfE as well as the school ethos and policies already developed.

- Statutory Guidance on RSHE 2019
- Equality Act 2010 and The Public Sector Equality Duty 2014

RSE Delivery

Our RSE scheme of work is accessible for all our students (all of whom have an EHCP) we ensure that our programme of study is appropriate and relevant to them and their life experiences. For example, our RSE programmes helps learners in an age appropriate way to:

- Have better understanding of sexual harassment, sexual violence, including online/offline
- Students will respond to and be able to identify what consent is
- Understanding the definitions of 'body shaming' and 'slut shaming'
- Explicit understanding of what is acceptable and unacceptable behaviour
- Understand the importance of respect in a healthy sexual relationship
- Students will explore different sexualities

This approach is used in key Stage 4 onwards where students have access to discrete timetabled RSE lessons. All our students participate in the programme of study up to three terms before students 16th birthday.

Students are taught in same sex small groups based on their cognitive ability and learning style. These discrete groups are taught in addition to the PHSE relationship education programme of study.

Parents are notified of the content of the RSE lessons before the course begins. They are able to request to speak to our Assistant Headteachers. Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16.

Monitoring and evaluation

The RSE programme is monitored by:

- Lesson planning and observations
- Assessment for learning
- Teacher assessment
- Peer assessment

The effectiveness of the programme as a whole will be evaluated by senior leaders and through review of the school development plan.

Safeguarding and Confidentiality

Effective RSE may lead to disclosure of a safeguarding issue. A member of staff cannot promise confidentiality if concerns exist. Highshore is legally required to refer concerns regarding safeguarding issues to the designated staff in line with the school procedures for safeguarding. Pupils will be made aware that information cannot be held in confidence but that certain disclosures will lead to further action.

Answering difficult questions

Establishing ground rules at the start of each lesson should ensure that staff are not asked personal or explicit questions. Ground rules are used to create a climate of mutual trust, respect and confidentiality.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment. Some pupils may use sexually related or homophobic language as a way to harass others. This is unacceptable and is dealt with as any other form of harassment, through the school behaviour policy. An understanding of human difference, including sexuality, is an important aspect of education and is addressed as appropriate through the curriculum.

Other Relevant Policies

Safeguarding

Behaviour Management

PSHCE

Online Safety

Sarah di Campo

Ali Naqvi