

A large, thick blue arc graphic that curves downwards from the top left and then upwards to the right, framing the school name.

beatrice tate school

Policy status	Statutory
Adopted	18 th March 2024
Review date	March 2026

Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Relationships and Sex Education (RSE) Policy

Version Control

Version	Date	Author	Description of change
March 24	18.03.24	WH	New policy

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Develop the confidence and self-esteem to value themselves and others, respect for individual conscience, the skills to judge what kind of relationship they want, understanding of the consequences of their actions, and responsible behaviour within sexual and pastoral relationships.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Communicate effectively by teaching students the correct vocabulary to describe themselves and their bodies, and appropriate terminology for sex and relationship issues.
- Create a positive culture around issues of sexuality and relationships, including understanding the arguments for delaying sexual activity and the reasons for having protected sex.

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- Provide sufficient information to enable students to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Avoid being exploited or exploiting others, or being pressured into unwanted or unprotected sex.
- Have an understanding of how the law applies to sexual relationships and be aware of sources of support to acquire skills and confidence to access confidential health advice, support and treatment if necessary.

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

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](#).

This guidance recommends the RSE (Relationships and Sex Education) is planned and delivered as part of the Personal, Social and Health Education and Citizenship (PSHE/C) curriculum.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Beatrice Tate School we teach RSE as set out in this policy.

3. Policy development

This policy was developed by the school's PSHEE/C curriculum team, and in consultation with the Head Teacher, Governing Body, school staff, parents and students.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. What Is Relationships and Sex Education?

Relationships and Sex Education (RSE) is the lifelong learning about physical, sexual, moral and emotional development. It is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information, and exploring issues and values.

It is not about the promotion of sexual activity.

5. Principles and Values

In addition Beatrice Tate School believes that:

- RSE is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- RSE is an entitlement for all young people.
- We should encourage every student to contribute towards our community and aims to support each individual as they grow and learn.
- RSE is set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- We should encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- We should generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Parents are the key people in teaching their children about sex, relationships and growing up. **We aim to work in partnership with parents and students, consulting them about the content of programmes.**
- The wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

6. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not have to seek answers online.

The content of the PSHEE/C and RSE curriculum is drawn from:

- The EQUALS Personal Social and Health Education scheme
- DfE Statutory Guidance
- The National Curriculum
- SoSafe – (Social and Social-Sexual Safety) 2017

SoSafe is a social and sexual safety program designed for students with MLD and SLD. The cognitive characteristics of these students makes them more vulnerable to physical and sexual abuse. SoSafe uses visual and conceptual tools to teach the students about the type and degree of verbal and physical intimacy appropriate to different categories of people. It is a 'rule based' rather than 'feeling based' program, and is taught to students who have been identified as having the skills required to access the program.

Assessment is carried out in line with the school's Assessment, Review and Reporting (ARR) policy involving teacher and student assessment of knowledge and understanding, interpersonal skills, and attitudes.

We will share all curriculum materials with parents and carers upon request.

7. Delivery of RSE

Beatrice Tate School delivers RSE through the PSHEE/C curriculum and Science lessons (in KS3 & 4). Teachers deliver these with support from professionals where appropriate. RSE lessons are set within the wider

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context of the PSHEE/C curriculum (Appendix A) and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The mandatory Science National Curriculum is delivered in science lessons. These lessons are primarily concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

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- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

Students with Special Educational Needs

We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Equality

The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that RSE is relevant to them.

9. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

10. Roles and responsibilities

The Governing Body

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

Teachers and Teaching Assistants

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

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- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Students

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

11. Right of Withdrawal of Students from RSE

Parents' have the right to withdraw their child from the non-statutory components of RSE. Parents can withdraw their child until 3 terms before their child turns 16. After this time, it will be the child's decision.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSE.

12. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer or guarantee students unconditional confidentiality.

Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

13. Training

Staff are trained on the principles of RSE as part of their induction and it is included in our continuing professional development calendar.

Teachers may specialise in the delivery and teaching of RSE, developing their skills through specialist professional development and training opportunities.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Monitoring arrangements

It is the responsibility of the PSHEE/C curriculum team to oversee and organise the monitoring and evaluation of PSHEE/C, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHEE/C curriculum team will undertake yearly self-evaluation.

Students' development in SRE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by the head teacher and PSHE/C curriculum team annually. At every review, the policy will be approved by the governing body.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSE policy, and on support and staff development, training and delivery.

This policy will be reviewed by the Headteacher every 2 years. At every review, the policy will be approved by the Governing Body.

CURRICULUM INTENT - What is this curriculum trying to achieve?

- PSHE/RSE/HE at Beatrice Tate School aims to deliver a range of engaging, challenging and achievable learning experiences to best prepare our learners for the next phase of their lives.
- Although all learners engage with the curriculum via an individualised learning journey (see BTS Curriculum Statement), curriculum progression as detailed in the Curriculum Overview for each Phase, is characterised by the following:
 - KS3/Lower School – the development of core knowledge, skills and values through a broad subject-based classroom curriculum.
 - KS4/Middle School – the consolidation of knowledge, skills and values through a broad subject-based classroom and local community curriculum.
 - KS5/Upper School – the consolidation and application of knowledge, skills and values through a core subject and life-skills community curriculum focussing on the transition to adult life.
- PSHE/RSE/HE is guided by the KS3 and KS4 **EQUALS Formal Curriculum Personal, Social, Health Education & Citizenship (PSHE & C) and Relationships and Sex Education (RSE) schemes of work**. Termly strands are set for each term on a three-year cycle for KS3 (Lower School) and KS5 (Upper School); with a two-year cycle for KS4 (Middle School).
- The following termly programme of units may be adapted in different ways to respond to the specific needs and priorities of individual students or groups of students according to their Pre-Formal, Semi-Formal, or Formal curriculum pathways. However, the year-by-year progression through the PSHE/C strands should be followed.
- Core strands and strategies of the **EQUALS Pre-formal Curriculum scheme of work: Communication and Social Relationships; Sensory; Physical; Creative; Self-Determination and Independence; Cognition and Challenge; and Well-Being**, should be incorporated for learners on this pathway.
- Similarly, strategies outlined in the **EQUALS Semi-formal Schemes of Work: My Communication; My Independence; My Play and Leisure; My Thinking and Problem Solving; and The World About Me**, should be incorporated for learners on this pathway and are identified on the curriculum map.
- EQUALS PSHE&C/RSE/HE Curriculum strands:
 - Developing confidence and responsibility and making the most of their abilities
 - Preparing to play an active role as citizens
 - Developing a healthy, safer lifestyle
 - Developing good relationships and respecting the differences between people.

CURRICULUM IMPLEMENTATION – How is it being delivered?

- PSHE/RSE/HE is a timetabled teaching session of 45-90 minutes at 1-2 times per week throughout the Phases/Key Stages.
- Teaching and learning focuses on the development of individual students' Learning Objectives within the context of the termly PSHE/RSE/HE Units.
- Timetabled lessons, Leisure and Recreation, Personal Care and Independence (PC&I) and Physical, Sensory and Motor Development (PSMD) is included in this time.
- PSHE/C/RSE/HE is also addressed during Tutorial Time which follows a separate curriculum map, specific to this time each morning.

CURRICULUM IMPACT – What impact will this curriculum make?

- All students will make progress towards their individualised Learning Objectives, with particular emphasis on their Personal and Social Development (PSD), Personal Care and Independence (PC&I) and Physical, Sensory and Motor Development (PSMD) Learning Objectives.
- Progress is assessed, recorded and reported termly via the ARR system.
- Any individual progress below expectations is identified by the Assessment for Learning process, recorded on the ARR system and addressed by teachers within lesson contexts or if progress continues below expectations via termly Phase peer reviews of Learning Objectives.
- Progress within Tutorial Time is monitored and reviewed via the annual Subject Audit and analysis of student progress data.

EQUALS Scheme of Work (SoW)	<i>EQUALS Formal Curriculum: PSHE & Citizenship*, EQUALS Moving On 14-19**, EQUALS Semi-formal Curriculum***,</i>		
SoW edition	<i>2007*, 2010**, 2016***</i>	Key Stage coverage	<i>KS3, KS4, KS5</i>
Curriculum map updated	<i>Summer Term 2020</i>	Curriculum map review date	<i>Summer Term 2024</i>
EQUALS Scheme of Work Format	<i>Information to Support ARR Unit Planning</i>		
<p>1. Scheme of Work Units P Scale referenced: Yes/No. (Loosely, semi-formal curriculum coverage is for P4-P6, formal curriculum coverage is P6 and beyond)</p> <p>2. Learning Outcomes are provided in: <u>Expectations/Unit Expectations/SoW Teacher's Guide</u></p> <p>3. All Units provide: Learning Objectives, Vocabulary, Possible Experiences and Teaching Activities, Points to Note and Differentiated Learning Outcomes or Indicative Assessment Outcomes</p>			
Curriculum Map Cycle: Autumn Year 1 = September 2021			

LOWER SCHOOL/KEY STAGE 3 (3 year cycle - *depending on Year groups in Phase) *

	Autumn Y1	Spring Yr1	Summer Yr1	Autumn Yr2	Spring Yr2	Summer Yr2	Autumn Yr3	Spring Yr3	Summer Yr3
Semi-Formal	Relationships & Sex Education (RSE): is to be taught all year, and embedded across all school practice, based on individual students' needs and abilities								
	Healthy bodies: hygiene 3.3e (F) My Independence (SF)	Our school community 3.2e (F) The World About Me (SF)	Making choices 3.2a (F) Play & Leisure (SF)	Healthy bodies: eating 3.3c (F) My Independence (SF)	Our local community 3.1d (F) The World About Me (SF)	Recognising my needs 3.1a (F) Thinking & Problem Solving (SF)	Healthy bodies: exercise 3.3a & 3.3f (F) Play & Leisure (SF)	Communities and cultures 3.1d (F) The World About Me (SF)	Working together 3.2d (F) Thinking & Problem Solving (SF)
Formal	Relationships & Sex Education (RSE): SoSafe (or alternative individualised program where necessary) is to be taught all year, and embedded across all school practice.								
RSE	SoSafe	3.5a My changing body	3.5b Awareness and coping	SoSafe	3.5c Being myself	3.5d Community belonging	SoSafe	3.5e Personal sensitivity	3.5f Human development
PSHE	3.3d Medicines & medication 3.3e Personal hygiene	3.2e Looking after our school	3.1e Money & environment	3.1b Risk assessment	3.1c Media & advertising 3.2f Newspapers	3.2d Helping others	3.2b Earning & spending	3.4d Lifestyles 3.1d Communities & cultures	3.3b Leisure awareness
Spiritual Moral Social Cultural (SMSC) focus	Beliefs Being Safe Community Traditions	Mindfulness Rules & Boundaries Inclusion Celebrations	Persistence Good choices Respect Beliefs	Mindfulness Good choices Caring Games, sport	Talents Democracy Community Language	Thoughtfulness Standing up for others Kind friends Family	Beliefs Responsibilities Taking part Traditions	Respect Boundaries Tolerance Expression	Individuality Good choices Taking part Pastimes

MIDDLE SCHOOL/KEY STAGE 4 (2 year cycle – *depending on Year groups in Phase)

	Autumn Yr1	Spring Yr1	Summer Yr1	Autumn Yr2	Spring Yr2	Summer Yr2
Semi-Formal	Relationships & Sex Education (RSE): is to be taught all year, and embedded across all school practice, based on individual students' needs and abilities					
	Personal hygiene Moving On: Adventurer My Independence	Local current affairs Local environmental issues Moving On: Adventurer The World About Me	The emergency services Moving On: Adventurer The World About Me	A healthy lifestyle Moving On: Explorer My Independence	National current affairs National environmental issues Moving On: Explorer The World About Me	Making a collection Moving On: Explorer Play & Leisure
Formal	Relationships & Sex Education (RSE): SoSafe (or alternative individualised program where necessary) is to be taught all year, and embedded across all school practice					
RSE	SoSafe	4.5a Understanding my bodily needs	4.5d Relationships and divorce	SoSafe	4.5e Pregnancy and birth	4.5f Sexuality and enjoyment
PSHE	4.3c Personal care & hygiene 4.3d Drug awareness	4.2d Looking after the environment 4.4f Crisis and response	4.2c Decision making – voting 4.1c Change in the community	4.2b Banks and saving	4.1b Democracy 4.4d Ethnic Diversity	4.1e Co-operating 4.3b Leisure and relaxation
Spiritual Moral Social Cultural (SMSC) focus	Mindfulness Good choices Caring Beliefs	Awe Consequences Respect Traditions	Curiosity Responsibilities Taking part History	Beliefs Choices Community Family	Individuality Fairness Cooperation Identity	Individuality Good choices Taking part Community

UPPER SCHOOL/KEY STAGE 5 (3 year cycle)

	Autumn Yr1	Spring Yr1	Summer Yr1	Autumn Yr2	Spring Yr2	Summer Yr2	Autumn Yr3	Spring Yr3	Summer Yr3
Semi-Formal	Relationships & Sex Education (RSE): is to be taught all year, and embedded across all school practice, based on individual student's needs and abilities								
	Emotions Relationships Moving On: Traveller My Independence	International environmental issues Moving On: Traveller The World About Me	Community project Moving On: Traveller Play & Leisure	Advocacy and self-expression Moving On: Voyager My Independence	Global dimensions Moving On: Voyager The World About Me	School newsletter Moving On: Voyager Play & Leisure	Personal care and presentation Moving On: Globetrotter My Independence	The year of: campaigns Moving On: Globetrotter The World About Me	Using local facilities for health Moving On: Globetrotter Play & Leisure
Formal	Relationships & Sex Education (RSE): SoSafe (or alternative individualised program where necessary) is to be taught all year, and embedded across all school practice								
RSE	SoSafe	Sexuality education and reproduction Moving On: Adventurer	Family & friends Moving On: Explorer	SoSafe	Body awareness and physical changes Moving On: Explorer	Personal hygiene Moving On: Adventurer	SoSafe	A healthy lifestyle Moving On: Explorer	Personal safety Moving On: Voyager
PSHE	Relationships Moving On: Traveller	International current affairs International environmental issues Moving On: Traveller	Community project Moving On: Traveller	Personal safety Moving On: Voyager	Global dimensions World Organisations Moving On: Voyager	School newsletter Moving On: Voyager	Clothing care and maintenance Moving On: Globetrotter	Democracy: rights and responsibilities Moving On: Globetrotter	Using local facilities for health Moving On: Globetrotter
Spiritual Moral Social Cultural (SMSC) focus	Reflection Being safe Respect Family	Awe Consequences Respect Traditions	Ability Good choices Community Expression	Mindfulness Good choices Caring Beliefs	Fascination Democracy Networks Traditions	Celebrations Boundaries Communication Art	Thoughtfulness Good choices Respect Clothing	Respect Rules Taking part Community	Individuality Good choices Taking part Community