



John Watson School

Relationships and Sex Education (RSE) and Health Education Policy

Signed by *Sarah Simmonds*
Sarah Simmonds, Chair of Governors.

Date: February 2020

This policy will be reviewed as per the review schedule set by the Governing body

John Watson School's Relationship and Sex Education (RSE) curriculum is informed by our Core Principles: SLICE
 Underpinning all learning in RSE is the development of functional skills and their application in the community as well as an ability to cope with change.

Relationship and Sex Education (RSE) is part of our school's Personal, Social and Health Education (PSHE) Curriculum. This curriculum supports learners in finding out how to develop relationships, to look after themselves, keep themselves safe and how to take care of their bodies. The RSE curriculum comes under the Health aspect of this curriculum and individual Education and Health Care Plans (EHCPs), although some aspects are taught through Science, RE, Drama, and SMSC. Rather than seeking to encourage early sexual experimentation, the aim is to teach young people to understand human sexuality and to respect themselves and others.

| Safety | Learning | Independence | Communication | Engagement |
|---|------------------------|--|---|--|
| Appropriate touch | Public and Private | Personal hygiene after self-exploration | Consent -No means NO | Consent |
| Safeguarding | Protective behaviours | The body-dressing etc | Understanding the signs of consent | Knowing what they like and what they don't |
| Safe sex-protection | Own body | Where private areas are on the body | Communicating likes and dislikes | Healthy relationships |
| Sexually transmitted diseases-prevention | e-safety | Access to campus | Personal Space | |
| Protective behaviours | Types of relationships | Access in the wider community-facilities | Understanding my feelings and communicate my feelings | |
| Understanding public/private places, what they look like and consequences for sexualised behaviour/touch in public. | Turn-taking | Swimming pools | Asking for help and support | |
| Consent | Likes and dislikes | Changing rooms | | |
| | Dignity | Public toilets | | |
| | Empowerment | | | |

Individual Learning Plans are underpinned by the Education, Health and Communication Plan (EHCP) and students have learning outcomes for each of the following areas:

- Communication and interaction
- Cognition and learning
- Social-Emotional, Mental Health and Independence
- Physical and Sensory
- Health

Our curriculum is supported by a cross-curricular approach, providing daily opportunities for discussion during circle time or 1:1 or small group sessions about issues raised, or to rehearse learning outcomes.

Curriculum content for Relationships and Sex Education (RSE) and Health Education :

| Primary Relationships Education | Secondary Relationships and Sex education |
|---|---|
| <ul style="list-style-type: none"> ● Families and people who care for me ● Caring friendships ● Respectful relationships ● Being safe | <ul style="list-style-type: none"> ● Families ● Respectful relationships including friendships ● Online and media ● Being safe ● Intimate and sexual relationships including sexual health |

We view RSE as a process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy and believe that this is best developed gradually and overtime. It encompasses lifelong learning about physical, moral and emotional development. It is also about understanding the importance of a stable relationship for family life, caring loving relationships, based on mutual respect. Our intention is to help pupils to make their own decisions as they mature. All learning around this topic is differentiated to suit individual student needs and maturity.

We approach this subject sensitively and are committed to delivering the content appropriately according to the age, development and maturity of each individual learner. We share our curriculum with parents and liaise with them about the way this aspect is taught to their child.

Statutory changes from September 2020 in England: Relationships and Sex education in all secondary schools; Relationships Education in all primary schools. Health Education statutory in all state-funded schools. (Government guidance recommends that age-appropriate sex education is also taught in all primary schools.)

Right to withdraw - parents have the right to withdraw their child from sex education lessons, but not Health and Relationships education. Sex education is not part of the primary provision, but if it is deemed necessary the school will approach individual parents. John Watson School always works in collaboration with parents and will continue to have open communication and support for all students.

Our Aims:

- to provide a safe and secure environment in which to learn
- to deliver an appropriate curriculum which is accessible to all
- to be open and factual about the subjects being taught
- to encourage self-worth, self-respect and the right to be treated with dignity
- to answer questions factually and in a non-judgemental manner
- to promote strategies for keeping safe, including safe sex.
- to support learners in their understanding of the issues raised
- to discuss the essential need of loving relationships
- to promote an understanding of public and private actions
- to reinforce the importance of hygiene

Curriculum Delivery

RSE is taught across the school in a manner that is appropriate to each individual's age, ability and maturity. At KS1 and KS2 the RSE curriculum is delivered through Science and PSHE through topics about ourselves, lifecycles, friendships, emotions and respect for others.

In KS3, 4 and Sixth Form, the biological aspects of RSE are taught within the Science Curriculum (where appropriate) and some moral aspects are taught within RE. Other aspects are taught through the PSHE Curriculum. All girls are being supported to understand how and why their bodies are changing and girls are receiving tailored preparation and support for menstruation with the aim of supporting their confidence and independence in this area. This work is extended, on an individual basis, to boys that are forming relationships or start to ask about menstruation.

Protective behaviours are taught across the whole age range, including using gentle touches rather than hurting touches, e-safety and child exploitation.

Lessons are taught in a variety of ways including class or Key stage groups, sometimes in single sex groups or through bespoke packages. Lessons are delivered by class staff, the Clinical Nurse Specialist and occasionally by other external professionals. **Throughout all, great consideration is given to the differentiation and appropriateness of the content of the lessons for each individual.** We welcome discussions with parents regarding the content and delivery of this curriculum area.

By the end of primary school, pupils should know: (Source: *The Relationships education, relationships and sex education (RSE) and health education, DfE. 2019*)¹

| | |
|--|---|
| Families and people who care for me | <ul style="list-style-type: none">● Importance of family● Characteristics of healthy family life● Respect for family diversity● Importance of stable relationships● Marriage/civil partnership● How to recognise unsafe situations and how to seek advice/help |
| Caring friendships | <ul style="list-style-type: none">● Importance of friendships● Characteristics of friendships● Benefits of healthy friendships● How to maintain a healthy friendship● How to recognise an unhealthy friendship and seek help |
| Respectful relationships | <ul style="list-style-type: none">● Importance of self-respect● Importance of respecting others● Permission seeking● Conventions of courtesy and manners.● Types of bullying, impact and how to get help● Stereotypes and their impact |

¹ [Relationships education, relationships and sex education \(RSE\) and health education. Gov.UK](#)

| | |
|-----------------------------|--|
| Online relationships | <ul style="list-style-type: none"> ● Same relationship principles apply online ● People behave differently online ● Rules for keeping safe online ● How to critical consider online content ● How information and data are shared and used online. |
| Being safe | <ul style="list-style-type: none"> ● Your body belongs to you ● Appropriate boundaries ● What privacy means ● Strangers and/or familiar people; protective behaviours, speaking up ● Where to get advice ● Asking for help and reporting abuse |

By the end of secondary school, pupils should know: (*The Relationships education, relationships and sex education (RSE) and health education, DfE. 2019*)²

| | |
|---|--|
| Families | <ul style="list-style-type: none"> ● Different types of relationships and how they contribute to happiness ● Rights relating to marriage and civil partnership ● Roles and responsibilities of parenting ● Trust in friendships and relationships and how to seek help and advice |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> ● Characteristics of positive and healthy friendships and relationships ● The negative impact of stereotypes ● Importance of respect and tolerance of difference ● Impact of bullying and how to respond ● Criminal behaviour in relationships, including sexual harassment and violence ● Legal rights and responsibilities regarding equality |
| Online and media | <ul style="list-style-type: none"> ● Rights, responsibilities and opportunities online ● Online risks, including sharing personal data and how to seek help ● Impact of viewing harmful content, including sexually explicit material ● Law with regards to sharing indecent images ● How personal data is shared and used online |
| Being safe | <ul style="list-style-type: none"> ● Understanding sexual consent, exploitation, abuse, grooming ● How to recognise and communicate consent |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> ● How to recognise healthy intimate relationships based on trust and mutual respect ● Understand how health is affected by choices in relationships ● Facts of reproductive health including fertility |

² [Relationships education, relationships and sex education \(RSE\) and health education. Gov.UK](#)

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Strategies for managing sexual pressure, the choice to delay sex or enjoy intimacy without sex ● Full range of contraceptive choices and options and where to get help and treatment ● Facts about pregnancy and miscarriage ● Pregnancy choices and where to get help ● How STIs are transmitted and the importance of testing ● Prevalence of STIs, impact and treatment ● Alcohol and drugs and their impact on sexual behaviour |
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Resources:

[Draft DFE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

[JWS Curriculum Information](#)

[JWS Safeguarding Policy](#)

[Healthy Bodies – A Parent’s Guide on Puberty for Girls with Disabilities](#)

[Healthy bodies for girls activity pack](#)

[Healthy Bodies – A Parent’s Guide on Puberty for Boys with Disabilities](#)

[Healthy bodies for boys activity pack](#)

[School Briefing: Meeting the Requirements of Compulsory Relationship and Sex Education \(RSE\) & PSHE](#)

[All about periods - betty for schools. Free period resources for 8 - 12s](#)