



### **Introduction:**

The Local Governing body and Headteacher at Boston Endeavour Academy believe that a well designed Relationships and Sex Education Curriculum is essential to enabling students to learn the responsibilities inherent in relationships and the importance of family. We believe it is essential that the students develop the knowledge and understanding of happy and safe relationships, in order to allow them to develop secure relationships in school and in the wider community. The planned provision of Boston Endeavour Academy allows for the healthy social and emotional development of students, enabling them to develop their own sense of identity and a place in the world. Not only does it involve the acquisition of facts and knowledge (which should be relevant, topical and differentiated for age and learning ability); it involves the development of values that help pupils to build self-esteem and positive attitudes to themselves and others. Enabling pupils to develop skills is also crucial in helping them to interact with other people and make informed choices.

### **What is Relationship and Sex Education?**

Relationship and Sex Education (RSE) is part of the broad and balanced curriculum and entails learning about the processes of physical, moral and emotional development. Within it the advantages and importance of family life, stable and loving relationships (including marriage), respect, love and care. Discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access – respect for difference and diversity is encouraged, as are tolerance, understanding and self-esteem. The curriculum will be sensitive to the diversity within religion and different cultures. Matters regarding sexual health and pregnancy are also taught. The Relationships and Sex Education curriculum will be made relevant by being informed by current national and local data. Teachers of RSE will be advised through Continual Professional Development.

### **Values and Ethos:**

The governors, parents and staff believe that sex and relationship education should be taught in a sensitive and caring way. We value all as individuals, worthy of dignity and respect, in order to build self-esteem. We expect other learning to be enhanced by the increased self-esteem and confidence, which a network of secure relationships can bring about. Our aim is to teach our pupils how to behave responsibly and how to avoid exploitation. We aim to ensure that relationship and sex education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

We share the belief that “All people are sexual beings whatever their learning ability” and as such have the same value, the same needs and the same civil rights as any member of our society. They have the right to enjoy their sexuality, to have the freedom to practice it and to have it

recognised by others. Sexuality is not limited to sexual practice, but it is also a way of expressing personality. Children and young people with learning difficulties show the same interest in sexual activity as everyone else. The students have a need for and right to:

- Clear practical information and guidance.
- Personal and social skills to enable them to develop relationships independently.
- Guidance on appropriate sexual behaviour.
- Within the limits of the law, the sexual preferences of our students will be respected and supported.

### **Roles and Responsibilities:**

The co-ordinator will, as part of his/her role:

- Provide a sound body of knowledge
- Provide support to other members of staff
- Provide support to parents
- Co-ordinate and update effective use of resources
- Update school policy and practice, as and when necessary, in line with County and National guidelines.
- To develop the Governor's awareness and understanding of the school's RSE policy and its implications.

### **Legislation:**

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

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### **Curriculum Design:**

See Curriculum Document

### **Safe Practice:**

We aim to create a safe and secure environment for the teaching and learning of all aspects of the RSE curriculum. Teachers will deliver the RSE curriculum in a way that allows students to explore varying viewpoints by ensuring that all information is unbiased and impartial.

It is essential that when teaching RSE, the students access the curriculum that is suited to their individual needs, developmental needs and level of understanding, whatever their age. To ensure students are accessing the correct areas of the curriculum, thorough assessments will be carried out and the RSE co-ordinator and SMT, will check quality and content of each subject area.

Parents will be informed of the content of each topic.

### **Safeguarding:**

Should any topic be raised by a student that is not part of the lesson, the member of teaching staff will discuss this with the student outside of the lesson time. If there are any concerns for the student safety, the safeguarding team will be informed immediately, and other organisations contacted if it was felt necessary.

The RSE guidance highlights the importance of making links with other health, and other appropriate specialist services. Where appropriate, it is important that students have opportunities to generalise their knowledge and skills within the wider community, with support given as necessary. These agencies can provide help with planning the curriculum, assist in teaching programmes in the classroom, provide access for visits out of school and help with the delivery of the RSE programme by working alongside the teachers. Visitor and external agencies that support the delivery of RSE read the schools Safeguarding policy, Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018) and the school's RSE policy. Reference will also be made to the LSCB Safeguarding Sexually Active Young People's Policy that can be found at [http://lincolnshirescb.proceduresonline.com/chapters/p\\_sq\\_sex.html](http://lincolnshirescb.proceduresonline.com/chapters/p_sq_sex.html) Parents will also be informed of any visitors or external agencies supporting the delivery of RSE.

Keeping the children safe whilst online is a concern for both school and parents and within the curriculum, guidance will be outlined about how to appropriately access online content, the dangers and where to seek advice when concerns arise.

#### **Parents and the right to withdraw:**

Parents and Carers will have access to the RSE policy on the website as well as been given information as to the content of a Relationships and Sex Education programme before it begins. Knowledge Organisers will be send home at the end of each term to explain the content of the following terms RSE content. This will include an invitation to discuss any concerns they may have with the teachers and the opportunity to preview resources etc.

Parents will be reassured that the focus of Relationships and Sex Education at Boston Endeavour Academy, is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers may withdraw their children from all or part of the Sex Education curriculum provided at school – except for those parts included in the statutory National Curriculum. Boston Endeavour Academy would wish to encourage a mutually supportive home-school liaison whenever possible and believes confidently in the appropriateness and importance of the RSE curriculum for all children.

#### **Resources:**

High quality resources will be used to support our RSE provision and will be reviewed each academic year following a thorough scrutiny of the effectiveness of the resources and suitability for the students. When learning about bodies and how they change, the resources used will be as lifelike as possible to allow the children with complex needs a clearer understanding of them in reference to their own bodies.

Those resources include, but are not limited to: photos, videos, cartoons, social stories, comic strip conversations, anatomically accurate figures and dummies All resources are checked to ensure that they reflect different family structures, cultures and are not gender stereotypical.

The 'SoSafe!' programme will also be used in school to support the promotion of Social Safety. SoSafe! Was designed to support students with learning difficulties by offering resources that focus on visual learning. It is reliant on visual communication, visual self-management and visual abuse reporting. As the students within Boston Endeavour Academy have a range of disabilities and often need augmentative and alternative communication systems, such as signs and symbols, SoSafe! incorporates this effectively. SoSafe! has 3 principal and interrelated elements:

1. The **Talk Touch Triangle**: which teaches the type and degree of verbal and physical intimacy appropriate with different categories of people in the student's lives.
2. **Steps to Relationships**: which teaches ways of moving into intimate relationships in a safe and measured manner.
3. The **People and Relationship Book**: which incorporates the info from The Touch Talk Triangle and Steps into Relationships as well as Ok Helpers and the Help Page.

### **Monitoring and Assessment:**

The RSE co-ordinator will monitor planning, teaching, evidence of student's achievements, assessment, and recording. Termly monitoring may be through communication with class teachers, lesson observation, sampling students' evidence and evaluation of planning. Internal moderation and external moderation will take place twice yearly as part of the PSED subject. Evidence of monitoring will be kept within the RSE co-ordinators files and moderation folder. Achievements and assessments will be shared with parents twice a year during parents evening, annually during EHCP reviews and where appropriate, termly using Tapestry.

### **Consultation:**

As part of our policy review process, here is the feedback from parents.

You said:

- You would like to receive a copy of the new policy once updated.
- You wanted to know more about the school's program of RSE and the curriculum.
- You felt strongly that school should be learning about friendships.
- You wanted to be able borrow resources to support and 'mirror home/school reinforcement'.
- You would be interested in attending school to view the available resources to support learning.
- You would like the children to learn about puberty and hormonal changes (When appropriate)
- You wanted the children to have access to a form of communication to express their discomfort or to be able to express if they have/are exploited.

What we have done:

- Updated the policy, added it to the website and sent it out via email (Printed copies will be available once Covid-19 restrictions are lifted.)
- The curriculum has overview has been added to the website and sent out via email. Teacher send home 'Knowledge Organisers' explaining each terms RE, SRE and HE focus.
- The school continues to focus on developing the children's knowledge and understanding of how to form respectful relationships and recognise when relationships are not healthy. We will further develops the children's independence and understanding of where to seek support and advice should they feel they are not in a healthy friendship/relationship or feel they are being inappropriately exploited. This will be supported using the SoSafe! resources and Writing With Symbols RSE resources.
- As part of our parents evenings, meet the teacher afternoons and coffee mornings we would be happy to offer the chance to share with you the resources used. This has proven to be successful in the past and we would be happy to repeat it in the future.
- As with all areas of the curriculum, we endeavour to support the children to develop their individual communication skills using a range of AAC methods. We have recently purchased the RSE Makaton and Writing With Symbols resources to support the children

that are pre-verbal. We are aiming to integrate these into the teaching following staff training in September.

**Links to other policies:**

Other policies at Boston Endeavour Academy that relate to relationships and sex are:

- PSHE
- Child Protection
- Equal Opportunities
- Health and Safety
- Race Equality
- Anti-Bullying

**Policy Review:**

This policy was written on the 31/03/19 and was presented to Governors on 17/6/19.

It was shared with parents during school's 'Meet the teacher' parents evening on 25/9/19 along with the new curriculum. Parents completed a questionnaire regarding the new curriculum and the new guidance set by the DFE in order to put forward concerns and questions.

The policy was reviewed September 2020

The policy was reviewed September 2021

The date for the next review will be September 2022.

