



Bestwood

VILLAGE SCHOOL

Relationships and Sex Education Policy

| Issue | By | Review |
|--------------|-------------------------------|-------------------|
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Statement of intent

School Vision

Together at Bestwood, we **ASPIRE** to be the best versions of ourselves that we can be.

A - Achievement

S - Safety

P - Positivity

I - Independence

R - Respectfulness

E - Enjoyment

School aims

To achieve our vision, we will ensure that together we all;

- Achieve outcomes that are to the best of our abilities.
- Keep one another safe and ensure that everyone feels looked after.
- Maintain unconditional positive regard in everything we do.
- Promote independence wherever possible.
- Be kind and respectful to one another.
- Have as much fun and enjoyment as possible.

Policy aims

We believe that a strong Personal, Social, Health & Education (PHSE) Curriculum including Relationship, Sex and Health Education (RSE) curriculum is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PHSE+RSE curriculum is synonymous with our mission statement.

Why is a PHSE+RSE curriculum important for our children?

The Sex Education Forum posits the question 'what is the key learning needed to ensure my pupils can be safe, healthy and enjoying fulfilling relationships?' this belief is a foundation stone for a functional, inclusive and personalised RSE curriculum; not simply for all children but for our children. The curriculum should maximise opportunities to prepare children for the future, adulthood and transition, in line with the SEN Code of Practice as well as be a tool for meeting their EHCP needs, giving them a safe space to experience change, failure and help them to find out what they like, dislike and who they are becoming.

Our children should be taught the knowledge and skills that enable them to explore and experience the world around them and beyond with confidence and curiosity.

Internal experiences are just as vital, pupils should be able to maximise their potential and have opportunities to succeed away from academia. In turn it is anticipated that progress can be felt by the

young people, building confidence and self-esteem, raise intrinsic expectations, gives children ownership of their outcomes and progress, promotes own responsibility, promotes an understanding of cause and effect, promotes discussion and appreciation of justice, fairness and British values.

To maximise the effectiveness of these values, which we believe are core to the PHSE+RSE curriculum, this should become a whole school approach, it should involve parents, in turn raising their aspirations for their young people and the expectations of staff towards pupils futures.

Equality and Diversity

PHSE+RSE is provided to all young people and provision is made to allow all young people to access the curriculum. Young people are encouraged to follow learning and discussions which suit their interests, skills and strengths with the absence of stereotypes. All young people are provided with the same opportunities and diversity is celebrated on an individual and whole school basis. Stereotyping of any kind in PHSE+RSE is addressed through the PHSE+RSE programme using national strategies, for example, the promotion of underrepresented groups and challenging of rigid thinking by ASC aware staff members to the young people of Bestwood Village School and their wider support networks.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- SMSC policy
- Careers Education, Information, Advice and Guidance Policy

2.0 Context of the school

Bestwood Village School is an independent specialist day school. We provide specialist education for young people aged 7 to 16, including children in care, who have a range of complex behavioural, communication and social difficulties associated with Autism Spectrum Disorder.

Bestwood Village School is committed to raising achievement and enabling pupils to recognise their potential; supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We offer an outstanding therapeutic, supportive learning environment where our

young people are supported enabling them to accept responsibility for their actions, make positive decisions and display pro-social behaviour. We aim to help each young person to become confident individuals and responsible citizens with a fundamental understanding of British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Students attending Bestwood Village School are grouped into one of three different pathways, based on their needs, EHCP targets and levels of attainment. These are called the Robin, Kestrel and Eagle Pathways.

Robin is our informal pathway and allow our students to explore their sense of self. These programmes are designed to allow pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach.

Our semi formal Pathway – Kestrel starts to introduce subject content linked where possible to the national curriculum, whilst still allowing pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach. Students will eventually advance to qualifications in key stage 4 in this pathway including ASDAN awards /Entry levels.

Our formal pathway – Eagle, is designed for students working at a higher cognitive level, this pathway contains links to the National Curriculum. Students studying on this route will eventually advance to qualification routes in Key Stage 4 e.g. Entry levels / Functional Skills

In addition to pathways Robin, Kestrel and Eagle, all students will access an enhanced Enrichment program, where they will have access to the local community which form an integral part of their education and preparedness for adulthood. The enrichment program allows students to build on their own independence through travel training, shopping and food preparation.

A scheme of learning around Careers has also been established to support students in understanding the different roles in society and build job aspirations in those students that may go on to find employment. PSHE, RSE and RE will be delivered to students at an appropriate level to their educational needs and levels of understanding.

3.0 Key roles and responsibilities

The governing board has overall responsibility for the implementation of the school's PHSE+RSE Policy.

The governing board has overall responsibility for ensuring that the PHSE+RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The headteacher has overall responsibility for reviewing the PHSE+RSE Policy annually.

The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher will be responsible for the day-to-day implementation and management of the PHSE+RSE Policy.

The Personal Development Lead (SENDCO) is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PHSE+RSE education that achieves the aims laid out in this policy.

The school will consult with parents to ensure that the RSE and relationships education elements of the PHSE+RSE curriculum reflect the needs and sensibilities of the wider school community.

The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions led by the school council

4. Aims of the PHSE+RSE curriculum: Statutory guidance

In Key Stage 2 we teach Relationships education, and in Key Stage 3 and 4, we teach Relationships and Sex education, with both Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle; mentally and physically.
- Consent.
- Understand how to stay safe and behave online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Understand what healthy and respectful relationships are.
- Understand what respectful behaviour looks like.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand that sexual violence and harassment in any form is always wrong.

5. Delivery of PHSE+RSE

PHSE+RSE is not just learning about growing up, changes and reproduction. It is also about enabling children and young people to make and maintain healthy relationships with others, to understand about human sexuality, and to feel good about themselves and the choices they make. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as

deemed stage appropriate. We follow a 'Stage NOT Age' approach, however pupils will access topics and content relevant to their biological age that is deemed necessary for their understanding about changes in puberty, hormonal changes and intimate relationships. This is to ensure that our young people are able to make informed decisions and keep themselves safe as they prepare for adulthood.

- 5.1. A range of teaching and learning styles are used to teach PHSE+RSE supported by industry experts to ensure our delivery is appropriate and relevant to our pupils.
- 5.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 5.3. Class ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - No derogatory language.
 - Use volume control suitable for the learning environment.
 - Promote turn taking.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal to gain pupil voice.
- 5.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 5.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as form time assemblies and open evenings /days.
- 5.6. The school will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences, where national pandemic guidelines allow. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 5.7. The school consults with the local community on matters related to RSE to ensure that local issues are covered in lessons. Local Education Authority safeguarding agendas will also be delivered through this learning time.
- 5.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

6. Safeguarding, reports of abuse and confidentiality

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - Bullying (including cyberbullying).
 - Physical abuse, e.g. hitting, kicking, hair pulling.
 - Sexual violence, e.g. rape, assault by penetration and sexual assault.
 - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
 - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).

- Sexting
 - Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
 - Signs of self-harm or a significant change in wellbeing.
 - Signs of assault or unexplained injuries.
 - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' abuse (HBA) including forced marriage, they will speak to the DSL (or deputies). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their RSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects, where national pandemic guideline allow – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Parents right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE up until 3 terms before the pupil turns 16 years old. At this point if the pupil chooses to be part of these non-statutory/non-science] then Bestwood Village School will accommodate this.

Requests for withdrawal should be put in writing and addressed to the headteacher a week before the lesson. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Tailoring RSHE

- 8.1. The school uses discussions and other activities during initial PHSE+RSE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 8.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 8.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access RSE educational provision.
- 8.4. All pupils with SEND receive RSE education, with content and delivery tailored to meet their individual needs.
- 8.5. **For pupils in KS2:** The school will deliver relationships and health education as part of its timetabled RSE programme.
- 8.6. **For pupils in KS3:** The school will deliver RSE and health education as part of its timetabled PSHE programme.

9. Programme of study

Each Pathway follows its own bespoke PHSE+RSE Curriculum, this ensures that content is appropriate, coverage of the curriculum is paced appropriately to meet the learning needs of our pupils as well providing flexibility in the schemes of work for a greater focus on topic areas that are more relevant to our cohort, such as online safety and navigating relationships. The Kestrel Pathway and Eagle Pathway have a separate KS2 and KS3 scheme of work to support the learning needs of those pupils, enabling pupils to experience success and make progress.

The PHSE+RSE programmes of study will be assessed against the PSHE association SEND framework and cover the following topics:

Across all Key Stages, pupils 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 - consent
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- What is sexual violence and harassment?
- Peer on peer abuse

What topics will be covered?

PHSE+RSE is delivered through discrete lessons, and certain elements are also covered within the science curriculum.

Termly themes.

The document below outlines the Long-Term Planning for the different Pathways. A more detailed planning document is available on our PHSE Curriculum Website Page, where you can also view our 'right to withdraw' letter and Termly Newsletters.

KS2 'Eagle' Pathway: this is our formal pathway that follows an adapted National Curriculum Programme of Study.

| PSHE inc. RSE KS2: Eagle Pathway: Formal KS2 Long Term Plans & Statutory Guidance Mapping Documents 'Stage NOT Age' | | | Resources Kapow Primary: Primary School Schemes of Work, Lesson Plans and CPD PSHE Association SEND Framework: PSHE Association Charity and membership body for PSHE education | | | |
|--|--|--|--|---|--|--|
| | Autumn | | Spring | | Summer | |
| Year 1 | Who is special to us? | What is special about me? | What helps us stay healthy? | What helps us to stay safe? | Who helps to keep us safe? | What can we do to look after each other? |
| Year 2 | Who is special to us? | What helps us to be kind to others? | What helps us stay healthy? | How do we stay safe? | What keeps us safe? | Who helps us makes choices? |
| Year 3 | How can we be a good friend? | What keeps us safe? | How we stay safe online? | How do we make choices? | Who makes decisions for us? | What can I do for work? |
| Year 4 | How do we treat each other with respect? | How can we keep ourselves healthy? | How can we manage risk online? | How will we grow and change? | How can our choices make a difference to others? | What strengths, skills and interests do we have? |
| Year 5 | How can we have healthy relationships? | How can we keep ourselves healthy? | How do we look after ourselves as we grow up? | How can we help others? | How do rules and laws help our communities? | How do we help everyone achieve? |
| Year 6 | How do we manage difficult situations? | How do we keep our mental wellbeing healthy? | How do we keep ourselves safe as we grow? | What changes in our bodies as we grow up? | How do we help others to stay healthy and safe? | How do we respect differences in people and our communities? |

KS2 'Kestrel' Pathway: this is our informal pathway that follows a simplified and adapted curriculum that meets statutory requirements whilst meeting the learning and sensory needs of our pupils.

| PSHE inc. RSE KS2: Kestrel Pathway: Informal KS2 Long Term Plans & Statutory Guidance Mapping Documents 'Stage NOT Age' | | | | | | |
|--|--|---|--|---|---|--|
| Kestrel KS2 | Autumn | | Spring | | Summer | |
| | Relationships | | Health & Wellbeing | | Living In The Wider World | |
| Year A | Who is special to us: School and Friends Who do we care about, who cares for us, kind and unkind behaviours, uncomfortable feelings | Who is special to us: Family Who cares for us, who is in our family, kind and unkind behaviours, uncomfortable feelings | What helps us to stay healthy? Food, exercise, sleep, dealing with touch | How can we look after each other? Listening, sharing, turn taking, managing emotions | Who helps to keep us safe? Being safe; roads, weather, online Trusting others, my rights | What can we do with money? Likes and dislikes, wants and needs, what is money |
| Year B | What makes a good friend? Friendship; feeling lonely; managing arguments | What is bullying? Behaviour; bullying; words and actions; respect for others | What helps us to grow and stay healthy? Being healthy: eating, drinking, playing and sleeping | How do we recognise our feelings? Understanding and expressing emotions, coping with change, recognising behaviour | What helps us to stay safe? Keeping safe; recognising risk, rules | What jobs do people do? People and jobs; where does money come from, role of the internet |
| Year C | How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments | What different relationships are there? Different types of families, romantic relationships, friendships, consent | Why should we eat well and look after our teeth? Being healthy: eating well, dental care | Why should we keep active and sleep well? Being healthy: keeping active, taking rest | What keeps us safe? Keeping safe; at home and school; puberty; hygiene; medicines and household products | What makes a community? Community; belonging to groups; similarities and differences; respect for others |
| Year D | What will change as we grow? Puberty, emotions, physical changes, becoming independent, managing change | How do friendships change as we grow? Healthy relationships, unhealthy relationships, managing change, conflict, self-esteem | How can we stay physically healthy as we grow? Making positive choices; food, sleep, physical activity. Peer pressure, early help | How can we stay emotionally healthy as we grow? Positive friendships, community groups, mental wellbeing, early help | How do we stay safe online? Social media, rules, online 'friends', where to go for help | How do we stay safe outside? First aid, risk taking, trusting others, peer pressure, emergencies, calling 999 |

KS3 'Eagle' Pathway: this Programme of Study is an adapted National Curriculum scheme of work that provides age-appropriate content alongside meeting the learning and developmental needs of our pupils.

| PHSE+RSE Curriculum KS3 Eagle Pathway: Formal KS3 Long-Term Plans & Statutory Guidance Mapping Resources: Cre8tive Resources | | | | | | |
|---|---|---|---|--|---|--|
| | Autumn | | Spring | | Summer | |
| Year 7 | Life Beyond School <i>Managing Change</i> | Health & Wellbeing <i>Puberty & Body Development</i> | Relationships & Sex Education <i>Friends, Respect & Relationships</i> | Staying Safe, Online & Offline <i>Staying Safe, Online & Offline</i> | Celebrating Diversity & Equality <i>Celebrating Differences</i> | Rights, Responsibilities & British Values <i>Politics & Parliament</i> |
| Year 8 | Celebrating Diversity & Equality <i>Equality & Diversity Explored</i> | Rights, Responsibilities & British Values <i>Law, Crime & Society</i> | Life Beyond School <i>Proud To Be Me!</i> | Relationships & Sex Education <i>Identity, Relationships & Sex Education</i> | Staying Safe, Online & Offline <i>Dangerous Society: Online & Offline</i> | Health & Wellbeing <i>Physical Health & Mental Wellbeing</i> |
| Year 9 | Rights, Responsibilities & British Values <i>Combatting Extremism & Terrorism</i> | Relationships & Sex Education <i>Sex, the Law & Consent</i> | Staying Safe: Online & Offline <i>Legal & Illegal Drugs</i> | Life Beyond School <i>Essential Life Skills</i> | Relationships & Sex Education <i>Contraception & STI's</i> | Health & wellbeing <i>Body Confidence</i> |

KS3 'Kestrel' Pathway: this is our informal pathway that follows a simplified and adapted curriculum that meets statutory requirements whilst meeting the learning and sensory needs of our pupils.

| PHSE+RSE Curriculum KS3 Kestrel Pathway: Informal KS3 Long-Term Plans & Statutory Guidance Mapping Resources: Cre8tive Resource | | | | | | |
|--|--|--|--|---|--|---|
| | Autumn | | Spring | | Summer | |
| Year 7 | Life Beyond School <i>Managing Change</i> | Health & Wellbeing <i>Puberty & Body Development</i> | Relationships & Sex Education <i>Friends, Respect & Relationships</i> | Staying Safe, Online & Offline <i>Staying Safe, Online & Offline</i> | Celebrating Diversity & Equality <i>Celebrating Differences</i> | Rights, Responsibilities & British Values <i>Politics & Parliament</i> |
| Year 8 | Celebrating Diversity & Equality <i>Equality & Diversity Explored</i> | Rights, Responsibilities & British Values <i>Law, Crime & Society</i> | Life Beyond School <i>Proud To Be Me!</i> | Relationships & Sex Education <i>Identity, Relationships & Sex Education</i> | Staying Safe, Online & Offline <i>Dangerous Society: Online & Offline</i> | Health & Wellbeing <i>Physical Health & Mental Wellbeing</i> |
| Year 9 | Rights, Responsibilities & British Values <i>Combatting Extremism & Terrorism</i> | Relationships & Sex Education <i>Sex, the Law & Consent</i> | Staying Safe: Online & Offline <i>Legal & Illegal Drugs</i> | Life Beyond School <i>Essential Life Skills</i> | Relationships & Sex Education <i>Contraception & STI's</i> | Health & wellbeing <i>Body Confidence</i> |

10. Assessment

- 10.1. The school sets the same high expectations of the quality of pupils' work in PHSE+RSE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 10.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes,
- 10.4. Progress against learning outcomes is measured against the PHSE Association SEND Framework Outcomes as well against National Curriculum Outcomes for those pupils able to access these.

11. Monitoring and review

- 11.1. The subject as a whole will be part of the whole school Deep Dive process to ensure consistency of delivery throughout the key stages.
- 11.2. This policy will be reviewed by the Deputy Headteacher/ Headteacher on an annual basis.
- 11.3. Learning scrutiny including learning walks, observations and book audits

11.4. Staff feedback and consultation

11.5. Pupil feedback and consultation