



**RSE POLICY  
RELATIONSHIPS AND SEX EDUCATION  
DORIN PARK SCHOOL**

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**APPROVED: Curriculum & Standards Committee**

**DATE: 13/10/2022**

**NEXT REVIEW DATE: AUTUMN 2025**

### **Rationale**

New statutory requirements for RSE were released in the autumn of 2020. Due to the changing curriculum, and needs of our learners, adaptations have had to be made to the delivery of RSE across the school to ensure that RSE remains meaningful to all of the learners at Dorin Park:

### **Statutory requirements**

Sex Education is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum, where appropriate. Relationships education should be delivered from EYFS onwards.

RSE is compulsory from year 7 onwards.

There is no difference in the legislation or content to be delivered by Special Schools. It is at the discretion of the Governing Body, Leadership Group and Lead Teacher for RSE to decide the content of the curriculum.

At Dorin Park School we teach RSE as set out in this policy, which is overseen by the Lead Teacher for RSE.

RSE is delivered through The Jigsaw PSHE programme themes of Changing Me, Relationships and Healthy me.

Additional in-depth RSE lessons are provided in the summer term for semi-formal and formal learners where appropriate.

### **Aims**

The aims of the updated RSE curriculum are to ensure that all learners receive appropriate (to ability and age) teaching that will support them towards making well informed decisions and to becoming as independent as possible as they move towards adult life. Mental health awareness and the social and emotional welfare of the learners is always considered, and the lead teacher works closely with pastoral staff, our EHWPB mentor and the senior leader responsible for the wellbeing of learners to ensure their protection.

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

- Promote healthy relationships.
- Celebrate difference and diversity within relationships: family units, friendships and communities (Including LGBTQ+ relationships)
- Help learners to understand consent.
- Teach learners the correct vocabulary to describe themselves and their bodies
- Teach learners about public and private
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships
- Prepare learners for some of the relationship issues and decisions that they may face and how they might tackle these successfully and safely.
- Prepare learners to deal with potential exposure to pornography and ensure that they recognise that this does not reflect relationships in the real world.

### **Programme of Study**

The Jigsaw approach to PSHCE is delivered through 6 themes, each delivered half termly. The same themes are delivered across the Primary and Senior departments and cover the following areas:

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each theme progresses over the years to ensure that prior learning is built upon and/ or revisited, depending on the needs of each group of learners.

### **Spiritual, Moral, Social and Cultural (SMSC)**

Spiritual, moral, social and cultural information runs through all aspects of RSE.

Learners develop spiritually as they reflect on the beliefs of themselves and others. They develop care and consideration for others and learn that they are important and valued members of different groups. Learners are taught to see the value and beauty within themselves and others and to respect and accept the opinions and beliefs of those around them. As they move through the school, they are provided with opportunities to develop their own ideas, beliefs and spiritual identities.

Morals and manners run through not only the RSE curriculum but through the ethos of the school as a whole. Learners are expected to display exceptional manners, and the lessons look at why it is important to have manners and the impact that this has on community and society. Learners consider the morals of other people, and are taught in a way that demonstrates the morals of the adults that are working with them. Where possible, learners reflect on the outcome of having no morals and making poor choices, encouraging them to become morally upstanding young people.

Socially, learners are asked to work together on numerous tasks. They are expected to have an awareness and involvement with their local community and have a say in what happens to the environment around them. British Values is covered within the RSE curriculum and learners are encouraged to reflect on how their actions affect the lives of others. Learners also look at the diverse make-up of family units and communities, including LGBTQ + family units and communities, and the benefits and practices of belonging to a diverse society. Through this, learners learn to respect and appreciate the values of others and in return expect their own values to be accepted.

## **Delivery**

RSE is overseen by the subject lead and is delivered by the pastoral class teachers, (with the exception of the learners on the pre-formal and informal pathways, who follow a class based, thematic curriculum). Classes are grouped to be of a similar ability and cognitive age. Within classes we often have a mix of religions, gender and interest. This promotes varied discussion and develops empathy and acceptance between learners.

RSE is covered in the Jigsaw PSHE programme under Relationships and Changing me, both delivered in the summer term.

Specialist teaching of RSE is provided in the summer term to our learners at KS4 and KS5 as appropriate. This group of learners benefits from additional Sex Education and Parenting classes, including the understanding of pornography, delivered by the lead teacher for RSE, supported by the school Nurse.

Parenting is covered at KS4 and KS5 as many of our learners may go on to be parents. The parenting lessons are designed to prevent unwanted pregnancies as the learners realise the many challenges of looking after an infant. We use the 'real baby' infant simulators to support our parenting classes and learners are offered the opportunity to take them home for a weekend.

The RSE lead teacher and the upper school assistant heads ensure that RSE is being delivered appropriately as part of the Formal and Semi-Formal pathways across KS3, KS4 and KS5.

The PSHCE subject lead and the lower school assistant head teacher ensure that Relationships Education, and the scientific elements of Sex Education are being delivered and assessed appropriately and consistently across KS1 and KS2.

In EYFS (Early Years Foundation Stage) the focus is on Early Learning Goals, and supporting the development of friendships permeate these, the lead of EYFS is responsible for the design and delivery of the curriculum.

Risk assessments are undertaken for the subject as appropriate and according to school guidelines.

## **Parents' Right to withdraw**

Parents have the right to withdraw their children from the non-science components of Sex Education up until three terms prior to the child's 16th Birthday.

Requests for withdrawal should be put in writing and addressed to the lead teacher for RSE or the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The lead teacher will discuss the request with parents and take appropriate action.

In line with government suggestions parents will be asked the reason that they are withdrawing their child from RSE lessons.

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

ALL PUPILS RECEIVE RELATIONSHIPS EDUCATION.

A short questionnaire to gather parents' thoughts, ideas and concerns around RSE is to be sent out during the Autumn term, this will inform practice moving forward.

Parent workshops will be delivered in the Spring term to enable Parents to better understand the curriculum for their child and how they can support them within the home setting.

### **Resources**

Jigsaw PSHE provides access to all of the resources needed by teachers to deliver the RSE lessons, including a robust lesson plan for each lesson, through online access.

Physical resources are kept in a designated storage space for PSHCE. There are a range of resources already available, including feelings and emotions books to support difficult situations, e.g. a family member with cancer, or a bereavement. We have a well-equipped set of first aid and resuscitation resources. We have resources to support the teaching of alcohol education, and newly purchased resources to support with SRE and parenting. The resources for PSHCE are being updated yearly - this is to support the newly planned scheme of work.

### **Assessment, Recording and Reporting**

Recording of lesson learning happens in several ways. Learners may produce work in response to an objective that will be put in an individual work book or file. Where this is not appropriate, iPad footage or photographs of learners' progress may be taken and stored on the EFL platform used within the school. It may not be appropriate to record some aspects of RSE learning in a traditional way.

Where appropriate, learners will be given the opportunity to self-assess or peer-assess progress against objectives.

The PSHCE and RSE curriculums often links closely with outcomes from EHCPs, notably in the areas of Emotional and Mental Health and wellbeing, and the lead teacher is often called upon to give an overview of progress against short and long-term targets.

### **Monitoring**

The delivery of RSE is monitored by Ali Mills, lead Teacher for PSHCE and RSE through:

learning walks and through internal moderation and teacher feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. Training is delivered by the lead teacher for RSE with support from the School nurse.

The lead teacher 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 where appropriate.

**Conclusion**

This policy meets the statutory requirement of Her Majesty's government and has been developed as part of Cheshire PSHE Hub and with guidance from the Key.

All the above is reviewed regularly by the leadership group and governors.

Written by: Mrs Ali Mills (PSHCE and RSE Subject Lead) Updated May 2024