



Relationships, Sex and Health Education Policy

Review Date 25.11.2025			
Statutory Policy? Yes	Governors Approval Yes	Responsibility of Sylvia Gryzia	Date Spring 2017

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified
Spring 2018	3,4	Programme of study for all the pupils based on building blocks	S. Gryzia	✓
Spring 2019	3	resources	S. Gryzia	✓
Summer 2020	5	Partnership with parents	S. Gryzia	✓
Summer 2021	Across the document	RSE changed to RSHE (Relationships, Sex and Health Education)	S. Gryzia	✓
Summer 2022	3	Links with PSHE	S. Gryzia	✓
Autumn 2023	4	Links with PD	S. Gryzia	✓
Autumn 2024	n/a	Benchmarked against DfE draft policy	S. Gryzia	To be ratified at curriculum meeting 17.03.25
Autumn 2025				

RELATIONSHIPS AND SEX EDUCATION, AND THE SCHOOL ETHOS

Learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the pupils' ability to lead their lives competently and with fulfilment. We also expect other learning outcomes to be enhanced by the increased self-esteem and confidence which a good sex education programme can bring about. At Fort Royal we value all staff and pupils as individuals worthy of dignity and respect.

THE VALUES OF THE SEX AND RELATIONSHIPS EDUCATION PROGRAMME

The basis of moral behaviour is that each of us feels valued for what we are, and of worth to others. Our pupils, with a variety of disabilities and from a range of backgrounds, need first to experience self-esteem before they can form satisfying relationships with others. For some

pupils, marriage and parenthood are unrealistic expectations, but this does not mean that they are to be excluded from forming loving and caring relationships during their lives.

OUR AIMS FOR RELATIONSHIPS AND SEX EDUCATION:

- To provide knowledge and information to which all pupils are entitled
- To clarify/reinforce knowledge pupils have already acquired
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils to understand their feelings and emotions, so that they can lead fulfilling and enjoyable lives
- To help pupils understand the differences between what is appropriate
- To develop skills (language, decision-making, choice, assertiveness) which are necessary in a range of situations
- To promote acceptable and appropriate behaviour in public and private situations
- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse
- To provide the confidence to be an active member of society
- To support access to information and facilities

THE SEX AND RELATIONSHIPS EDUCATION PROGRAMME

Relationship, Sex, and Health Education (RSHE) is taught as a discrete unit within PSHECC sessions for our Year 5 and Year 6 pupils. We ensure that content is introduced at an appropriate time for each child's developmental stage and work closely with parents to discuss specific topics. This collaborative approach allows us to introduce certain subjects earlier for some students when necessary, ensuring that our RSHE curriculum meets the diverse needs of our pupils.

The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of the RSHE aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies. As a school we adopted four names for private body parts that are being used as appropriate from EYFS up to KS2. Penis, vagina and bottom are being introduced in EYFS when breast is used in RSHE sessions in Y6 as recommended.

We make sure that year 6 pupils experience a programme of sex and relationships education and personal development at a level which is commensurate with their age, physical development and understanding.

The programme will include appropriate topics. The biological elements of sex education including naming body parts, puberty, and human development are part of the National Curriculum science programme, and are compulsory.

TEACHING APPROACHES FOR SEX AND RELATIONSHIPS EDUCATION

Pupils will work in a supportive group where they feel safe. The school acknowledges the individual needs of some pupils and these may have to be met through liaison with and possible referral to other agencies. Every attempt will be made to liaise with parents and share teaching resources if requested.

Teaching sex education to pupils with special needs means that classroom work may need to be made explicit. It is necessary to use correct words for body parts and functions, use visual material which is clear and unmistakable and use anatomically correct three-dimensional models.

Pupils may ask a range of questions: the answers will be honest in order to reassure and alleviate any anxiety; and to counteract any prejudice expressed.

THE ORGANISATION OF SEX AND RELATIONSHIPS EDUCATION

It is a legal requirement that pupils in Upper Key Stage 2, in whatever type of school, receive a compulsory programme of relationships, sex and health education. A basic programme of RSHE education and PD (personal development) is part of every pupil's entitlement in Fort Royal School, planned according to individual and group needs and development.

RSHE will be taught by class staff, with support and advice from the school nurse. There will be times when gender groups will need to work alone, and other times when pupils will be grouped according to their development and maturity. No member of staff will be expected to undertake specific RSHE teaching without the support of colleagues in the school, and attendance at training courses as necessary.

SEXUAL ABUSE

If disclosure of abuse takes place during a lesson, or to a member of staff, the school Safeguarding Policy makes it clear what action is to be taken. Any disclosure will be treated in a calm and supportive manner without causing further anxiety and distress.

RESOURCES

- The understanding, experience, skills and creativity of all staff
- Resources including DVDs, the Internet, ICT modules, anatomically correct models, pictures and photographs
- School nurse for an advise
- Dolls with current anatomical shapes
- Social stories
- Sensory resources

- Visiting speakers - who will be aware of Fort Royal School's sex and relationships policy and the constraints of their role

GUIDELINES FOR ALL STAFF AND ADULTS WORKING WITH PUPILS IN THE CONTEXT OF PERSONAL CARE AND DEVELOPMENT

- Treat every pupil as an individual, with dignity and respect
- Promote respect between peers
- Relate our language and behaviour to the individual needs of each pupil
- Use correct names for body parts
- Reinforce the 'private' concept in all situations
- Ensure that pupils keep discussions within the lesson time being conscious of the younger children in school
- Always have more than one adult with the group
- Ask and answer questions in general terms e.g. 'all girls have periods'
- Follow Fort Royal School guidance on confidentiality

A PARTNERSHIP WITH PARENTS

Sharing equal and joint responsibility with parents for their children's education and sexual matters is of the utmost importance. Religious and cultural views will be respected.

Every opportunity to inform and involve parents and carers will be taken:

- By inviting parents to discuss personal development when their child enters the nursery, and main school
- By raising personal development issues at each annual review meeting

Staff are willing to discuss with parents any matters which they are concerned about. It is important that there is no conflict of information given to the pupils.

PARENTS' RIGHT TO WITHDRAW THEIR CHILDREN FROM SEX EDUCATION

Parents have the right to withdraw their children from sex education, although not from those elements which are in National Curriculum science. If a parent wishes to withdraw a child, they are asked to discuss it with the Headteacher.

MONITORING THE SEX EDUCATION POLICY AND PROGRAMME

The policy will be reviewed annually. Sex education will be monitored through curriculum monitoring.

The school will need to assess how effective are the aims, content and methods in promoting pupils' learning. Feedback from staff, parents and pupils will help to judge this. The Deputy Head will be responsible for developing ways of collecting this information.

POLICY REVIEW

This policy has been agreed by the staff and Governors in Spring 2017 and will be reviewed in line with the school's cycle of policy reviews annually.