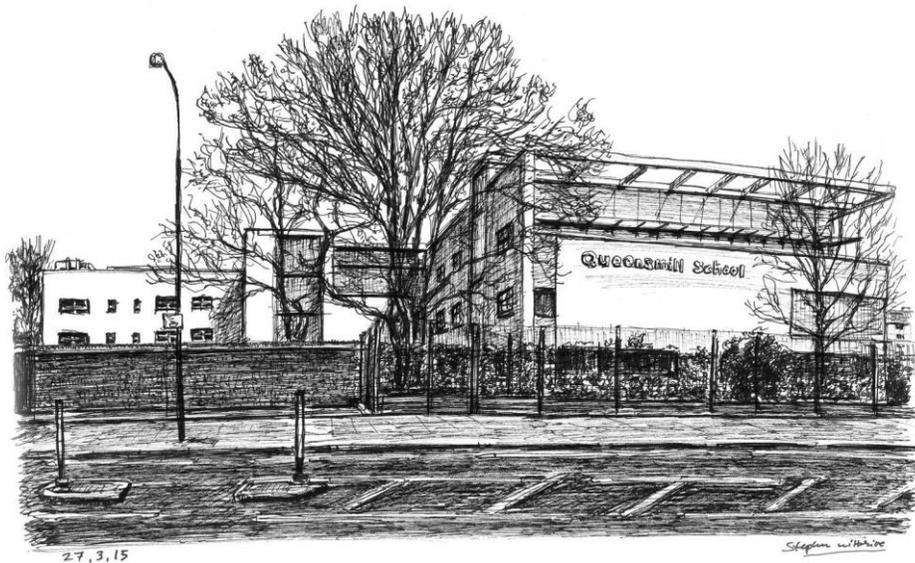




Relationships and Sex Education (RSE) Policy



Approved by:	Freddie Adu	Date: 14.01.22
Last reviewed on:	Spring 2022	
Next review due by:	Spring 2023	

Aims

Queensmill School is an autism specific provision which meets the needs of children and young people aged 3 – 19. Given the complexity of their autism, students are more vulnerable to exploitation, bullying, and other issues. Therefore, it is imperative that students have access to learning which focuses on body awareness, relationship development, and keeping safe.

The aims of relationships and sex education (RSE) at Queensmill School are to:

- Prepare children and young people for the physical changes in their own bodies and provide them with an understanding of sexual development and the importance of health and hygiene
- Help children and young people understand their emotions and those of others
- Help children and young people develop feelings of self-respect, confidence and empathy
- Support children and young people in developing positive and healthy relationships with others
- Support children and young people in keeping themselves safe

We aim to develop their concept of what is expected and unexpected, through the SoSAFE! Programme and real life contexts, with a strong emphasis on the positive. In the Post 16 classrooms, students are encouraged and supported to build social skills and professional relationship skills in real life environments such as community-based activities, school trips, overnights, and work experiences.

Statutory requirements

Queensmill School provides education from EYFS to Post – 16. As an all age Academy school we provide relationships education to all children and young people as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all children and young people a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Queensmill School we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of children and young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

In the Primary Phase the focus is on Relationships Education helping children and young people understand appropriate social interactions within different groups of people in their lives, whereas in the Secondary and Post 16 Phases we introduce and explore the different levels of intimacy that are appropriate with those groups of people.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Queensmill School provides Relationship Education in the Primary Phase and Relationship and Sex Education in Secondary and Post -16 Phases with the focus on the emotional, social and physical aspects of growing up, relationships (Including LGBT), sex, human sexuality and sexual health. Biological aspects of RSE are taught in the science curriculum whereas others are taught within the personal, social, health and economic education (PSHE) and ASDAN (Post 16). RSE gives Children and Young People (CYP) essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Many aspects of RSE are addressed through the SoSAFE! Programme, which is highly individualised and addresses children and young people needs allowing group and 1:1 sessions to promote a safe and trustworthy environment as/ if needed. It also promotes on-line safety educating children and young people about the risks and guiding them how to use on-line media in a safe way.

The SoSAFE! Programme:

- educates our vulnerable children and young people about relationships and social safety
- gives them a set of rules for different relationships in order to help them understand when a behaviour in a relationship is expected/ unexpected.
- provides them with the tools to help them identify potentially abusive situations and who they can report this to

- offers own highly individualised 'My People and Relationship Book', which identifies different groups of people in their lives and associates them with a set of behaviours which are appropriate for a given group e.g. family, teachers, class peers, friends, girlfriend/ boyfriend, strangers, etc.
- shows the level of verbal and physical intimacy acceptable within a given relationship
- emphasizes that some behaviours may be a subject to consent.
- teaches about steps to a relationship helping children and young people understand how to move into an intimate relationship in a safe and measured manner.

RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children and young people from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children and young people
- Responding appropriately to children and young people whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

All teachers are responsible for teaching RSE in Queensmill School.

Children and Young People

Children and young people are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents of the children in the Primary Phase do not have the right to withdraw their children from relationships education.

Parents of children and young people in the Secondary Phase have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action, including discussion with parents and young people and the involvement of other agencies and services to ensure a pupil is effectively prepared for life after school.

Training

Staff are trained on the delivery of RSE through the SoSAFE! Programme as part of their induction and it is included in our continuing professional development calendar.

The SoSafe! Programme is a tool for teaching autistic young-people about sex and relationships and for helping them reliably communicate about relationships.

It focuses on the teaching of the appropriateness of physical and emotional interaction and the different types of relationships young people may encounter.

The Head of School will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

Learning walks, informal observation and mentoring.

Children and young people's development in RSE is monitored by class teachers as part of our internal assessment systems.

Parents have been consulted regarding this policy on 14th January 2022 via a parent consultation meeting.

This policy will be reviewed by Aymeline Bel, the Head of School every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Topic map with SoSafe! Links and foci

Year group	Autumn Term		Spring Term		Summer Term	
<u>Early years</u>						
1	Me, my class and my school SoSAFE! link: My class, My teachers	Clothes SoSAFE! link: Private and Public places	Musical instruments	Animals	Food	Water
			SoSAFE! focus: Private and Public body parts		SoSAFE! focus: Ok and NOT Ok behaviours	
2	Homes SoSAFE! link: My family	Our world SoSAFE! link: My class, My teachers	Wheels	Colours	Plants	shops
			SoSAFE! focus: Private and Public places	SoSAFE! focus: Private and Public body parts	SoSAFE! focus: Ok and NOT Ok behaviours	
3	Looking after myself SoSAFE! link: Ok helpers	Shapes	Hot and Cold	Minibeasts	Cooking	Water play
		SoSAFE! focus: Private and Public places	SoSAFE! focus: Private and Public body parts	SoSAFE! focus: Ok helpers medical and hygiene	SoSAFE! focus: Ok and NOT Ok behaviours	

KS1

Y1	My Class SoSAFE! link: My class My teachers	Celebrations	Mealtimes	Clothes SoSAFE! link: Private and Public places	Myself SoSAFE! link: Private and Public body parts	Animals
		SoSAFE! focus: Ok and NOT Ok behaviours (my class and my teachers)				SoSAFE! focus: Ok helpers medical and hygiene
Y2	playgrounds	Toys	Colours	Plants	Teddy Bear's	Water

	& Parks				Picnic	
	SoSAFE! focus: Ok helpers	SoSAFE! focus: Ok and NOT Ok behaviours - reporting	SoSAFE! focus: My class peers	SoSAFE! focus: My class teachers	SoSAFE! focus: Private and Public places	SoSAFE! focus: Private and Public body parts

KS2

Y3	Sounds & hearing	Food & drink	Belonging to My Family SoSAFE! link: My family	Belonging to My School SoSAFE! link: My class, My teachers	Transport SoSAFE! link: People I don't know	Mini-beasts
	SoSAFE! focus: Private and Public places	SoSAFE! focus: Private and Public body parts				SoSAFE! focus: Ok and NOT Ok behaviours
Y4	Marvellous Me	Light	Food glorious food	Houses and homes	People who help us SoSAFE! link: Ok helpers, Helping hand Other people I don't know: e.g. paramedics, police officers, etc.	Local environment SoSAFE! link: People I don't know
	SoSAFE! focus: My family My class peers	SoSAFE! focus: public and private places	SoSAFE! focus: public and private body parts	SoSAFE! focus: OK helpers – help page (hygiene and medical)		
Y5	Hot & Cold	Hot and Cold	Keeping safe & healthy SoSAFE! link: Sad/ Hurt/ Scared / happy (ZoR)	Keeping safe & healthy SoSAFE! link: OK helpers Help page Ok/ Not Ok - reporting	Class Café	River Thames
	SoSAFE! focus: My class mates My class teachers– Ok and Not OK behaviours	SoSAFE! focus: My family			SoSAFE! focus: Helping hand Community workers I don't know e.g. nurse, doctor, police officer	SoSAFE! focus: People I don't know

Y6	The seasons: Autumn & Winter	Food around the world	The Seasons, Spring & life Cycles	Caring for the environment	The Sun & Summer	London
	SoSAFE! focus: My family My class My teachers– Ok and Not OK behaviours	SoSAFE! focus: public and private places	SoSAFE! focus: public and private body parts	SoSAFE! link: OK helpers (hygiene and medical)	SoSAFE! link: OK helpers Help page OK/ Not Ok - reporting	SoSAFE! focus: People I don't know

KS3

Y7	Getting to Know me and My School Community SoSAFE! link: My class mates, My teachers OK and Not Ok behaviours – reporting	Food & shopping	Where in the World-My Family SoSAFE! link: My family (1)
		SoSAFE! focus: Helping hand - Community workers I don't know e.g. nurse, doctor, police officer People I don't know - strangers	SoSAFE! focus: Consent (2)
Y8	Keeping Healthy SoSAFE! link: Emotions : Sad/ Hurt/ Scared /happy - (ZoR) (1) OK helpers Reporting taking/ stealing / shouting/ bullying (2)	The World on a Plate	Where in the World-The Wider Community SoSAFE! link: Community workers I don't know e.g. Police officer, nurse, ambulance staff, doctor, etc. (1) People I don't know – strangers (2)
		SoSAFE! focus: Private body parts OK/ Not OK behaviours, the help page: touching, kicking, hitting – reporting (1) TTT – Consent (2)	
Y9	Responding responsibly SoSAFE! link: OK/ Not OK behaviours – My class mates, My teachers (1) TTT Consent (2)	Ready, Steady Cook	In, Out and Beyond People I don't know – strangers (1) Safety on line (2)
		SoSAFE! focus: OK helpers - reporting inappropriate behaviours(1) Ok helpers – medical and Community workers I don't know e.g. Police officer, nurse, ambulance staff, doctor, etc. (2)	

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KS4

	Personal Development and Relationships		Independent living	World of Work, Community and Leisure	
Y10	<p>Developing communication skills</p> <p>SoSAFE! link: OK helpers Reporting taking/ stealing</p>	<p>Engaging in new creative activities – Enterprise activity</p>	<p>Independent living – being healthy and looking after yourself</p> <p>SoSAFE! link: Sad/ Hurt/ Scared – The Zones of Regulation (1)</p> <p>OK helpers reporting - shouting/ bullying, kicking, hitting – How does it make you feel – ZoR (2)</p>	<p>World of work – getting things done</p>	<p>Community – participating in sporting activities</p>
		<p>SoSAFE! focus: TTT Consent</p>		<p>SoSAFE! focus: Private and public places (1)</p>	<p>SoSAFE! focus: Private and public body parts OK helpers – medical (2)</p>
Y11	<p>Relationships – self-awareness, all about me</p> <p>SoSAFE! link: My class mates, My teachers, Family, Friends</p>	<p>Participating in an enterprise activity</p>	<p>Independent living – keeping safe and road safety</p> <p>SoSAFE! link: OK helpers - reporting taking/ stealing (1)</p> <p>OK helpers reporting - shouting/ bullying, kicking, hitting – How does it make you feel?(hurt, sad, scared) – ZoR (2)</p>	<p>World of work – following instructions</p>	<p>Community – getting out and about</p> <p>SoSAFE! link: People I don't know - strangers</p>
		<p>SoSAFE! focus: TTT Consent</p>		<p>SoSAFE! focus: Safety on line</p>	

KS5

Y12	Relationships – getting on with other people SoSAFE! link: My class mates My teachers Family Friends	Participating in an enterprise activity	Independent living – looking after your home	World of work – looking and acting the part	Community – travel SoSAFE! link: People I don't know Private and public places
		SoSAFE! focus: Community workers I don't know e.g. Police officer, nurse, ambulance staff, doctor, etc.	SoSAFE! focus: TTT Consent (1) OK helpers reporting - shouting/ bullying, kicking, hitting – How does it make you feel?(hurt, sad, scared) – ZoR (2)	SoSAFE! focus: Safety on line	
Y13	Relationships – dealing with problems SoSAFE! link: My class mates Steps to relationship - friends	Planning and participating in an enterprise project	Independent living – snacks and drinks	World of work – different jobs	Recreation and leisure – my personal interests
		SoSAFE! focus: TTT Consent	SoSAFE! focus: Private body parts and Reporting touching – help page (1) Reporting -shouting/ bullying, How does it make you feel? (hurt, sad, scared) – ZoR (2)	SoSAFE! focus: Community workers I don't know e.g. Police officer, nurse, ambulance staff, doctor, etc.	SoSAFE! focus: Safety on line
My transition year – individual ASDAN Life skills Challenges					
Y14	Pick a challenge	Enterprise	Independent Living-challenge	Work, community and leisure – choice of challenge	

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	