

DRUMBEAT SCHOOL AND ASD SERVICE



Drumbeat


School & ASD Service

Relationships and Sex Education (RSE)

September 2020

RESPONSIBLE PERSON – Executive HEADTEACHER

SIGNED BY CHAIR OF GOVERNORS



SIGNED BY HEADTEACHER



DATE: 01/10/20

Description of the School

Drumbeat School & ASD Service is an all age Special School and service for students with autistic spectrum disorders.

Personal, Social and Health Education (PSHE), forms an integral part of all students' education. Students may have individual PSHE targets as part of their Personalised plan. The programmes are devised and organised by key stage and delivered by class teachers. The students are generally taught in small groups and often in ability groups. In Key Stage 3 Relationships and sex education is included as part of the PSHE curriculum. In Key Stage 4 and the 6th Form RSE forms a major part of the PSHE curriculum.

Aims and Objectives of the School Sex and Relationships Education Policy

Our aim is to provide a curriculum which is supportive of the whole school aims. Sex and Relationships Education will:

- Promote the spiritual, cultural, mental and social well-being of all students.
- Prepare students for the responsibilities of adult life.
- Develop students' awareness and understanding about the importance of strong relationships and being able to differentiate between different types of relationship.

Our objectives are:

- To present information in a sensitive, balanced and objective manner.
- To present information in an accessible, visual, practical and suitably differentiated way.
- To help students make well informed decisions as they develop physically, emotionally and socially.
- To promote and develop self-esteem.
- To encourage the development of appropriate behaviour within their family and society.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#)

However we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

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

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#)

In teaching RSE we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#)

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review-The curriculum has been reviewed to include relevant national and local guidance
- Staff Consultation-all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation-Parents and any interested parties were invited to provide feedback about the policy
- Pupil consultation-we investigated pupil views in relation to RSE
- Ratification-once amendments were made, the policy was shared with governors and ratified

Organisation of School Relationships and Sex Education Policy

Relationships and Sex Education should be accessible to all students, irrespective of gender, ethnic background, physical and cognitive ability (see Equal Opportunities Policy). There may be issues of age, readiness and appropriateness as students move through the school. Although all students will follow a PSHE curriculum, Relationships and Sex Education will be focussed in the secondary phase. Coordination of the Relationships and Sex Education aspects of PSHE will be the responsibility of the Key stage leads.

Curriculum

Our curriculum is set out as per our Schemes of work but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of RSE

RSE is taught within the personal, social and health education curriculum. Biological aspects of RSE are taught within the primary curriculum.

Primary phase

Relationships education focuses on teaching the fundamental building block and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

Secondary phase

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health

These areas of learning are 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).

Professional Development

Staff will have access to discussion sessions with the School nurse, clinical psychologist, and Key stage lead. The Deputy or Assistant Head will identify relevant courses, either to attend or recommend to staff.

Specific Classroom Organisation

The students may be taught in class groups, divided into small groups or be given individual sessions for relationships and sex. All students work on understanding or experiencing the way their bodies function, looking after our bodies, safety and relationships (people in our lives). During Key Stage 3, students will start work on aspects of relationships and sex education and this will be continued in a more detailed programme in Key Stage 4 and 6th Form. Parents will be notified when students are starting this area of work.

Assessment, Recording and Reporting

The staff will review progress and evaluate the work at the end of each scheme of work or mid-term plan. This will follow the same pattern as in other curriculum policy documents. Evidence of the students' attainment and progress will be identified on Personalised Plans, school generated assessments, reviews and reports to parents.

Resources

The resources used will be selected to support our aims for Relationships and Sex Education and Equal Opportunities policies. Resources will be appropriate to age, maturity and special learning needs of our students. A library of PSHE, RSE and Health Education Resources is kept centrally in school and access to Lewisham Healthcare NHS Trust resources are also available. Parents will be invited to attend discussion forums at school and can be referred to the school nurse for specific medical or sexual health support.

Specific and Sensitive Issues

Any student requiring advice regarding contraception may be referred to the School Nurse. Their wishes for confidentiality should be respected. The school would support students or staff infected or affected by HIV in consultation with Lewisham Healthcare NHS Trust and the School Nurse.

At Risk Issues

Students need to know that there are some issues which cannot remain confidential. The teacher would assess whether the young person is at risk and inform the Designated Safeguarding Lead, who would follow the Local Authority Guidelines on safeguarding.

Inappropriate Questions / Behaviour / Responses

The students at Drumbeat School & ASD Service have learning difficulties and ASD and may ask inappropriate questions or behave in an inappropriate manner. The teacher would assess the context of the behaviour and deal with it accordingly. This may involve individual sessions for the student outside the group. The teacher would need to be sensitive to the student's individual learning difficulty and communication problems.

Roles and Responsibilities

- The governing body will approve the RSE policy and hold the Executive headteacher to account for its implementation
- The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE
- Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils 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 with their Deputy headteacher.

- Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Primary phase

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Executive Headteacher.

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

Secondary phase

Parents have the right to withdraw their children from 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 can arrange this. Requests for withdrawal should be put in writing using the form in Appendix 1 of this policy and addressed to the Executive Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with parents and take appropriate action.

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

Monitoring and Evaluating Policy

This policy will be reviewed bi-annually.

Appendix 1

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	Include notes from discussions with parents and agreed actions taken.		

