



Wren Spinney School

RSE



Wren Spinney Community School

RSE Policy

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1. Aims

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

- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support families and students in any challenges that may arise relating to RSE
- Support staff through their induction training and their continued development.
- Support students to form safe relationships and to safeguard students

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the

Children and Social work act 2017.

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.

This policy takes into account the school's Safeguarding Policy, SEND Code of Practise 2015 and the Equality Policy.

At Wren Spinney Community Special School we teach RSE as set out in this policy.

3. Policy development

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

- Review – a member of staff or working group pulled together all relevant
- information including 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 attend a meeting about the policy.
- Ratification – once amendments were made, the policy was shared with
- governors and ratified.

4. Definition

Relationships Education

Relationships Education is about students being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in a developmental age appropriate way with a focus on healthy relationships that students will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBTQ+ parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

Relationships and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self esteem and understand the reasons for

delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

5. Curriculum

Collaborative, Structured and Sensory Provisions

The SoSAFE! Curriculum is used for all of the students at Wren Spinney to support the learning of RSE. It is to be adapted when needed to be suitable for the students.

SoSAFE! is a set of visual and conceptual tools designed to promote social safety through,

1. The provision of a simplified and 'rule-governed' model of social reality.
2. Teaching the type and degree of verbal and physical intimacy appropriate with different categories of people.
3. Teaching strategies for moving into intimate relationships in a safe and measured manner.
4. Providing visual communication tools for reporting physical or sexual abuse.
5. Facilitating and maintaining support networks.

Collaborative Provision

The EQAULS RSE Semi-Formal Curriculum is used in Wren Spinney for the Collaborative Provision. This curriculum will be personalised for the students in the Collaborative Provision in order to meet their individual needs.

Structured and Sensory Provisions

Each student in the Structured and Sensory Provision have a RSE based outcome for the term and that student will complete activities towards their personal outcome. The Informal and Pre-Formal EQUALS Curriculum do not have a RSE curriculum therefore the personal outcomes will meet the needs of the students.

6. Delivery of RSE

Wren Spinney School has some school-wide principles in terms of RSE that are followed across the school.

The correct names are used for private body parts instead of nicknames and incorrect terms. This is to support the students to learn the correct terms for their own bodies.

Also, this helps to protect the students in case they need to disclose an incident of abuse successfully. See Appendix 1.

- Mirrors have been installed so that when and where students need support with
- personal care they can see their own bodies and improve their learning of themselves.
- When needed Social Stories will be produced to support students with any RSE
- challenges.
- A Masturbation Policy (included within this policy) will be used to support students
- across the school if they become sexually excited.
- The protected characteristics of “sex” and “sexual orientation” are taught through the
- EQUALS curriculum. These protected characteristics are also taught through
- interventions and embedded in daily activities.
- RSE is taught in the following ways depending on the department of the school.

Collaborative

The students in the Collaborative Provision will have a standalone RSE lesson each week. This will be planned with the help of the EQUALS RSE Semi-Formal Curriculum and the SoSAFE! Curriculum. This curriculum will be personalised for the students and when needed lessons may be repeated to support the learning of the students.

Each student will have a, “My People & Relationship Book” from the SoSAFE! curriculum. This be a working resource that the students will have access to all the time and can refer to for support.

Personalised interventions may occur if there is a particular challenge for a student related to RSE. This may include a personalised Social Story to support the student and an ongoing communication with the adults at home of the student.

The student's progress will be tracked by updated their PSHE & C Wren Level each term. A piece of evidence for each student will be recorded on Evidence for Learning (EfL) with a RSE tag each half term.

Students will be supported to stay safe online through the implementation of the Online Safety Approach policy.

Structured and Sensory

Each student in the Structured and Sensory Provision will have a RSE based outcome for the term and that student will complete activities towards their personal outcome. The Informal and Pre-Formal EQUALS Curriculum do not have a RSE curriculum therefore the personal outcomes will meet the needs of the students. The SoSAFE! curriculum will support the students to meet their personal outcomes.

Each student will have a, "My People & Relationship Book" from the SoSAFE! curriculum. This be a working resource that the students will have access to all the time and can refer to for support.

Personalised interventions may occur if there is a particular challenge for a student related to RSE. This may include a personalised Social Story to support the student and an ongoing communication with the adults at home of the student.

The student's progress will be tracked by updating their PSHE & C Wren Level each term. A piece of evidence for each student will be recorded on Evidence for Learning (EfL) with a RSE tag each half term.

Students will be supported to stay safe online through the implementation of the Online Safety Approach policy.

7. Masturbation Policy

In order to support the students and staff in the school this masturbation policy has been written.

The following are step by step guides to support with varying needs.

- 1) Staff to be aware of the behavior of the students in order to identify the clues that a student may begin to masturbate.
- 2) Remind the learner that masturbation happens in a private space, like your bedroom at home. Not in a public space, like school.
- 3) Use a social story which is suitable for the learner and attempt to use the strategies included in the social story (see appendices).
- 4) If the social story strategies are not successful, give a firm and clear instruction to stop. For example, "You have to stop because that is private, and this is not a private space."
- 5) If the learner does not stop and there are other students present, use a blanket or towel to obstruct the view of the other learners. In order, to keep all the students safe.
- 6) Either support the learner who is masturbating to a private space such as a toilet or support the other learners out of the room.
- 7) Make the toilet or room private and do not stay in the room, whilst ensuring that the learner is safe.
- 8) When the learner has finished masturbating, support the learner to be clean and dressed appropriately.
- 9) Work through the individual social story with the learner, to support the learner in understanding that, masturbation is allowed but it must only happen in your bedroom. Your bedroom is a private place.

8. Roles and responsibilities

8.1 The local governing board

The local governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

8.3 The Subject Lead

The Subject Lead is responsible for the following activities:

Continued training to develop their subject knowledge and to feedback their training to staff.

Conducting termly learning walks to support the staff to deliver effective RSE to the students.

Creating, implementing and review an improvement plan for RSE across the school.

Managing RSE resources across the school.

Training and supporting staff in the area of RSE.

8.4 Staff

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/non-science components of RSE
- Teaching staff to plan outcomes and create resources for 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 headteacher or Chris Smith (RSE Subject Lead).

8.5 Pupils

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

8. Parents' right to withdraw

A letter will be sent to parents to inform them which topics are going to be taught to the students for that term.

Parents have the right to withdraw their children from the non-statutory/non-science 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 3 of this policy and addressed to the head teacher.

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 sex education.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Chris Smith (RSE Subject Lead) through:

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

This policy will be reviewed by Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map.

PROVISION CONTENT

Collaborative SoSAFE, Individual Half-Termly Outcome, EQUALS Semi-Formal

Structured SoSAFE, Individual Half-Termly Outcome

Sensory SoSAFE, Individual Half-Termly Outcome

Appendix 2 : SoSAFE! Curriculum Overview

SoSAFE! is a set of visual and conceptual tools designed to promote social safety through,

1. The provision of a simplified and 'rule-governed' model of social reality.
2. Teaching the type and degree of verbal and physical intimacy appropriate with different categories of people.
3. Teaching strategies for moving into intimate relationships in a safe and measured manner.
4. Providing visual communication tools for reporting physical or sexual abuse.
5. Facilitating and maintaining support networks.

SoSAFE! is designed to achieve these aims in a manner sympathetic to the common learning characteristics of people with moderate to severe intellectual disability (MSID). This is achieved by facilitating the consistency of training required for skill and concept acquisition and maintenance through a standardised framework of symbols, visual teaching tools and concepts for instruction of social skills, social safety and sexuality education. SoSAFE! Tools

A number of tools (resources) are used with the SoSAFE! curriculum to support the learning of the students.

Talk Touch Triangle

The Talk Touch Triangle is used to explain with whom, and to what degree, we talk to and touch other people. In terms of moving into closer relationships with others, it is appropriate to talk first, touch second. We don't touch people before talking to them and getting to know if, and to what degree we have permission to touch them. Hence the name Talk Touch Triangle.

People & Relationship Book

The People & Relationship Book (PRB) is an important tool for teaching and using the concepts in the Talk Touch Triangle and facilitating client access to their OK Helpers network and a Help Page for the purpose of abuse reporting. The PRB is also a pictographic and photographic sociogram. A sociogram is a diagram which shows the interactions and interrelationships between the different members of a group. In the case of the SoSAFE! clients, the 'group' is all the people in their social world

The Help Page

Another SoSAFE! tool contained in the student's People & Relationship Book is the Help Page. This is used to assist students to report inappropriate physical intimacy, physical violence, bullying, and verbal and emotional abuse. By using pictographs the Help Page ensures that nonverbal students (capable of discriminating pictographs) have a means of reporting abuse. It is used in conjunction with the photographs of people known to the students that are displayed in their People & Relationships Books.

Appendix 3 : Equals Semi-Formal Curriculum – My Relationships and Sex Education

The key features of the Equals Semi-Formal RSE Scheme of Work involves

- recognising and enabling the vital role played by staff and other adults;
- enabling and maximising each individual learner's self-realisation, self-expression and
- self-confidence within any formal or informal programme;
- progressing at the learners' pace, so that the teaching is always appropriate to the individual;
- accepting that some guided practice in decision making is necessary whilst still
- accepting the inalienable rights of the individual to make choices.
- And what we might need is
- A core curriculum document that is flexible enough to teach according to individual need
- at any particular time.
- One that is capable of revisiting and thereby strengthening previous learning.
- One that is also capable of building on previous learning.

The Equals Semi-Formal SoW for RSE (the core curriculum) is divided up into six sections, namely:

1. Knowing my body
2. Knowing me
3. Private and public
4. Touching and allowing others to touch me
5. Forming relationships
6. Sexual intimacy with another person

Appendix 4: RSE School Development Plan

