



The
Westminster
School

Relationships and Sex Education Policy 2018/2019

Safe Happy and Learning Together
Building foundations and providing
opportunities to create confident,
aspirational and independent members of
our community.

Approved by Governing Body on: 20/09/18

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This policy was developed in response to Sex and Relationship Education Guidance DFES 2000, National Healthy Schools Programme and the National Teenage Pregnancy Strategy.

What Is Relationships and Sex (RSE) Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The term relationships and sex education - is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Principles and Values

At The Westminster School we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- We support students to discuss and be aware of genders and gender identification.

Relationships and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values and moral choices;
- learning the value of family life and loving relationships
- learning the value of respect, love and care;

- developing decision-making skills

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning social rules which govern acceptable and unacceptable behaviour
- learning to make choices
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy
- learning both positive and negative aspects of a sexual relationship

A specialised programme of RSE has been developed within The Westminster School. The programme takes into account all pupils; whilst meeting individual learning needs. All teachers have a copy of the whole school RSE framework and access to recommended resources for teaching. The programmes of study are adapted and targeted appropriately to meet the cognitive levels of each student.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop awareness of the physical self, how it functions and how changes occur over time.
- Develop practical strategies for self-management of body actions such as menstruation and erections, and related physical changes.
- Develop awareness of emotions and how they relate to behaviour of self and others.
- Develop understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help pupils to self-manage these.
- Develop awareness of the differing nature and levels of relationships and the codes of conduct relating to them.
- Develop awareness of codes of conduct governing sexual expression & sexuality, particularly in relation to understanding the concepts and implications of 'public' & 'private' behaviours.

- Develop an awareness of different ‘life choices’ with regard to transitions from school and home in relation to the development of relationships as part of a wider context.
- Help pupils to develop strategies for ‘keeping safe’ and for protecting themselves against exploitation or abuse.
- Have an understanding of the physical aspects of reproduction, contraception and sexual health as appropriate to age and cognitive ability of the individual pupil.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop awareness of their sexuality and understand human sexuality
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.
- To develop an understanding of how social networks/media portray body image and sexuality.
- To develop knowledge of responses to peer pressure.

Organisation and Content of Sex and Relationship Education

The key areas covered by the Sex and Relationship Education framework are as follows:

- The Physical Self
- Emotions
- Relationships
- Sexual Expression
- Choices and Consequences
- Personal Health, Safety and the Law

The RSE content complements and is delivered alongside the SHaLT curriculum.

Other aspects of the curriculum focus on:

- Life cycle work such as ageing & body changes from birth/puberty/ future changes.
- Menstruation
- Masturbation
- Sexual expression with others.
- Developing understanding of emotions & behaviour of self & others.
- Self-presentation & developing interpersonal skills.
- Appropriate/inappropriate behaviours.
- Intimate aspects of personal hygiene & coping with health check-ups.
- Keeping safe from abuse.

For a few students, RSE includes opportunities to express anxieties about coming to terms with their disability and coping with stress or depression. Support is offered from the SHaLT co-ordinator who will help with planning or delivery of lessons if required.

Assessment is ongoing and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Key Stage 2 - RSE in the Curriculum	
PSHE: Non-statutory Framework (NC.1999)	Science: Statutory Programme of study (NC. 1999)
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About how the body changes as they approach puberty To recognise the different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view. To be aware of different types of relationships, including marriage and those between friends and families and to develop the skills to be effective in relationships To recognise and challenge stereotypes That differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability Where individuals families and groups can get help and support 	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That the life processes common to humans include nutrition, movement growth and reproduction. <p>Humans and other animals</p> <ul style="list-style-type: none"> About the main stages of the human lifecycle

Key Stage 3 - RSE in the Curriculum	
PHSE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)
<p>The range and content that teachers should draw on when teaching and the key concepts and processes include:</p> <ul style="list-style-type: none"> • Examples of diverse values encountered in society and the clarification of personal values • Physical and emotional change and puberty • Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how-high risk behaviours affect the health and wellbeing of individuals, families and communities • The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement • Different types of relationships, including those within families and between older and young people, boys and girls and people of the same sex, including civil partnerships • The nature and importance of marriage and of stable relationships for family life and bringing up children • The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice bullying, discrimination and racism on individuals and communities 	<p>Range and content should include:</p> <p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> • The human reproductive cycle includes adolescence, fertilisation and foetal development. • Conception, growth, development behaviour and health can be affected by diet, drugs and disease. <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health. <p>Explanatory notes:</p> <p>Sexual Health: Includes issues related to contraception, pregnancy and disease.</p> <p>Diet, drugs and disease: This include the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections</p>

Key Stage 4 - RSE in the Curriculum	
PSHE; Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them • How the media portrays young people, body image and health issues • The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities • Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid • Characteristics of positive relationships and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crises • Parenting skills and qualities and their central importance to family life • The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • The diversity of ethnic and cultural groups the power of prejudice, bullying, discrimination and racism and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse 	<p>Pupils should be taught:</p> <p>Organisation and health</p> <ul style="list-style-type: none"> • Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments.

Growing and Learning for our Young People

For some young people with a learning disability it may be confusing or alarming when physical and emotional changes occur. At The Westminster School we aim to develop strategies for coping with change as they grow and develop physically and emotionally.

Many pupils may not understand the 'rules' of society 'naturally' and their understanding of what behaviour is acceptable may be impaired. At The Westminster School we aim to support young people in learning these social rules and to understand when it is safe and appropriate to express their sensual feelings.

****Please refer to Appendix A for information and responses to touching of genitals and male/ female masturbation in school and during associated school activities/ travel***

Inclusion

Due to the considerable diversity that exists between pupils at The Westminster School with regard to cognitive functioning, it is not appropriate for all pupils to cover every aspect of the curriculum.

For some pupils it will be appropriate to teach only the functional aspects of the curriculum that have relevance to the individuals concerned. For a minority of pupils it is more appropriate to address specific areas of difficulty as and when they occur and to continue to work on early development objectives at other times.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Partnership with Parents/Carers

Most of a pupil's informal RSE occurs within the family and the school's programme will complement and build on this in co-operation with home. Parents/carers have the right to withdraw their child from some, or all, RSE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Head Teacher, so that he/she can be made aware of the

reasons and provide alternative arrangements. The DfE has produced a free leaflet explaining this position.

At The Westminster School parents are encouraged to discuss their decisions with staff at the earliest opportunity. Close liaison with parents & carers is maintained at all stages of the Sex & Relationship Education curriculum. Many parents & carers request help or advice from staff with regard to emerging sexuality issues. Parents & carers are encouraged to liaise with their child/s class teacher in the first instance but advice & support may be sought from the SHaLT/RSE Co-ordinator who can meet with the parents/carers if appropriate.

Parents are welcome to review any RSE resources the school uses.

Teaching Strategies

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Confidentiality and Child Protection

All staff members and external visitors, who work with our pupils, will be given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals and details of these are provided in the DfEE document Sex and Relations Education (2000). Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

The Head Teacher or Designated Safeguarding Lead will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE Guidance 2000.

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Head Teacher of any disclosure unless the Head Teacher has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Pupils will be encouraged to allow teachers to liaise with parents with regard to issues that would benefit from being shared. Pupils will be informed in the eventuality that a confidence must be breached due to the seriousness of the disclosure.

Subjects of an intimate nature may prompt disclosures. Staff are given guidance as to the establishment procedures for dealing with disclosure. When working with more-able pupils, staff are made aware of the fact that disclosures may occasionally be made relating to sexual matters, self-harming /depression, acts of aggression or drugs misuse. Staff are instructed to liaise with the Designated Safeguarding Lead and will be advised on the appropriate course of action.

Where appropriate, pupils will be given support to access counselling services that are skilled in dealing with individuals with ASD, or other specific learning difficulties.

Monitoring and Evaluation of RSE

It is the responsibility of the SHaLT/RSE Co-ordinators to oversee and organise the monitoring and evaluation of SHaLT and RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Evaluation, Assessment and Reporting to Parents

Evaluation and assessment including self-assessment are an integral part of RSE. A comment on a pupils' progress in RSE will be included in our annual reporting to parents/carers.

Links with Other Policies

For specific details about possible related issues e.g. Child Protection & Safeguarding, Equal Opportunities, Health and Safety.

Staff Training

All teachers and other staff members who are required to teach RSE will have relevant training and resources.

Examples of Resources Available in School

- DfEE Guidance for Schools [2000]
- OfSTED 'Sex and Relationships' [2002]
- National/local guidance documents

Appendix A

Responses to touching of genitals and male/female masturbation

Introduction

At The Westminster School we are fully aware that our young people are changing and growing and our curriculum effects the help and support required to tackle sensitive and spontaneous issues.

Curiosity in one's own body is part of normal development as is the touching or genitalia and masturbation, which are part of normal sexual behaviour. For many of our young people touching their genitalia may be a way of exploring their bodies, gaining sensory stimulation or enjoyment. This may occur in response to many different stimuli.

Without information and support they may not fully understand what is happening when they touch their bodies, or the different feelings they are experiencing. They may not understand the rules of society naturally and their understanding of what behaviour is acceptable may be impaired.

It is important for young people to learn these social rules, as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

At The Westminster School staff work to reassure young people that for many it is a normal part of sexual fulfilment. They will not impose their own individual views regarding this behaviour and will work with our young people from an early stage adopting strategies which take account of an individual's needs and behaviours. (Our RSE framework takes account of the fact that ASD behaviours do not necessarily change as young people grow up).

Responses to touching of genitals and male/female masturbation in school and during associated school activities/travel

Although this can be challenging we feel that it is essential to work with a young person as soon as such behaviours become apparent. In support of this staff will use established methods for monitoring and assessment of behaviour.

The overall aim at The Westminster School in relation to masturbation and genital touching will be to support our young people to learn about appropriate behaviours, privacy and hygiene. This will take place through teaching and learning about the concept of public and private, delivering consistent messages in relation to the subject matter as well as to responding to incidents as they occur. Reinforcement of the fact there are no 'private' spaces within the school environment is maintained.

The style of approach will vary according to the young person's age and stage of development and level of understanding. Boredom or stress may be important factors which can be alleviated by diverting attention to more rewarding and interesting activities.

Home - school liaison will take place to develop an agreed action plan.

All staff will be consistent in their approach and in the use of any agreed action plans which may incorporate:-

- The use of distracting techniques utilising preferred interest (staff may use a resource bank)
- Introducing other activities engaging the use of hands
- Utilising visual means of showing that it is a 'private time' activity
- Reinforcing of fact that there are no 'private' spaces within school environment
- Using symbols/flashcards e.g. outlining unacceptable behaviour within the classroom - 'No rubbing penis at school' (Extra set for mini bus, café etc)
- Not ignoring the behaviour but at the same time not drawing too much attention to prevent inadvertent behaviour reinforcement
- The use of positive reinforcement or reward as appropriate
- Referrals for specialist help
- Follow up meetings will be set, if necessary

Home - School Liaison

In response to masturbation or persistent genital touching staff will try to ensure that there is liaison between home and school as soon as behaviours become apparent.

The aim of this will be for staff and parents to gain as full a picture as possible of a young person's behaviours in different environments. Through such links we hope to ensure that there is support for parents/carers, other family members and school staff in managing incidents both in and out of school. As part of the liaison process an agreed action plan will be developed with the aim of establishing a consistent approach. This may include support to establish and manage an agreed 'private time' within the home setting.