

Grantham Additional Needs Fellowship



Unique learners. Limitless learning.

Relationship and Sex Education Policy

October 2024

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1.1 Statement of intent

Grantham Additional Needs Fellowship (GANF) are committed to delivering an age-related Relationship and Sex Education Curriculum to enable pupils to learn the responsibilities inherent in relationships and the importance of family. It is essential in enabling pupils to understanding healthy and unhealthy actions, behaviours and relationships – and in enabling them to take action to keep themselves safe.

Revised Department of Education (DFE) statutory guidance stated that from September 2019 all schools must deliver relationship education in primary schools, and sex and relationships education in secondary schools.

School works closely with parents in the development and provision of RSE content. Parents are involved and informed in several ways including:

- being invited to view the RSE policy on our school website
- workshops to discuss content and share strategies used to deliver good RSE
- links to information and resources shared on our website and social media channels
- information sharing relating to lessons being planned and delivered in school
- sharing lesson content via Class Dojo before and after sessions
- discussions around any personalised work required for a pupil in relation to RSE

We continue to develop pathway specific content, approaches and resources so parents have a greater understanding of how RSE is delivered across all our learning pathways. This also includes opportunities for parents to review this policy document.

Parents can access this RSE policy via the school's website. For those without computers a copy can be provided by school and shared through discussion with the class teacher. Copies can be provided at parents evening sessions and at other meetings to discuss RSE content delivery.

1.2 Documents that inform the schools RSE policy and provision include:

- Education Act (1996)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (Statutory Safeguarding guidance updated 2024)
- Children and social work act (2017)
- The Relationship Education, Relationship and Sex Education and Health Education (England regulations 2019)
- The Equals Relationship and Sex Education Scheme of Work
- The So Safe Programme – Sexual Health and Family Planning Act
- The Sex Factor Handbook – Chailey Heritage School.
- Providing Relationships and Sex Education for Special Learners - NASEN
- The PSHE Planning Framework for SEND – The PSHE Association
- CIT / GANF Safeguarding and Child Protection policy 2024
- GANF Intimate care policy 2024
- GANF Curriculum policy 2024

1.3 Context

GANF is a learning environment that puts the individual needs of each pupil at the centre of our decisions. We promote care, respect and an inclusive environment that celebrates every success. Our aim is to meet the needs of young people in Lincolnshire who have an Education, Health and Care plan who are unable to access a mainstream provision. We prepare pupils for a successful transition to independent or supported adulthood so that they can make a positive contribution within their community. We aim for all our pupils to be happy and proud of who they are with relevant life skills that allow them to live as independently as possible.

GANF is an inclusive community, and it is our duty under the Equality Act 2010 to ensure that no pupil is disadvantaged because of a protected characteristic – ‘Unique learners. Limitless learning’. The school embraces equality and diversity and as such it is important that resources used should show the world in which the learners are growing up. Every pupil should feel that they can recognise themselves and their families within the school environment and the curriculum content. For this reason, issues relating to LGBTQ+ communities are incorporated within the curriculum rather than just addressed as a standalone aspect. In terms of culture, belief, and religion this topic is handled sensitively and any parent wishing to discuss this further should contact Daley Barber-Allen (Headteacher), Kate White (Deputy Headteacher) or Ollie Maltby (Assistant Headteacher).

1.4 What is Relationship and Sex Education

Relationships and sex education (RSE) is a part of the broad and balanced curriculum, and provides lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health – this encompasses learning about healthy and unhealthy actions, behaviours and relationships. We place great importance upon pupils learning how to keep themselves safe and developing a functional understanding of consent and why it is so important.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It is not delivered in isolation. It is firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all pupils. RSE is compulsory from age 11 onwards. It involves teaching children and young people about reproduction, sexuality and sexual health.

The RSE curriculum is made relevant by being informed by current and national data, and specialist strategies for delivering RSE to students with special educational needs. Teachers of RSE are advised through on-going professional development.

1.5 Aims of the curriculum

The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through

adolescence into adulthood. Pupils should understand that they have a right to healthy and appropriate relationships with others.

Attitudes and Values

- I. Learning the importance of values and individual conscience and moral considerations
- II. Learning the value of family life and stable and loving relationships for the nurture of children
- III. Learning the value of respect, love and care
- IV. Exploring, considering, and understanding moral dilemmas
- V. Developing critical thinking as part of decision-making

Personal and Social Skill

- I. Learning to manage emotions and relationships confidently and sensitively
- II. Developing self-respect and empathy for others
- III. Learning to make choices based on an understanding of difference and with an absence of prejudice
- IV. Developing an appreciation of the consequences of choices made
- V. Managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- I. Learning and understanding physical development at appropriate stages
- II. Understanding human sexuality, reproduction, sexual health, emotions and relationships
- III. Learning about contraception and the range of local and national sexual health advice, contraception and support services
- IV. Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy

2.1 Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually. This will be shared with the Local Schools Board (LSB)
- Any parents wishing to withdraw their child from the RSE curriculum will have the opportunity to meet with the Headteacher to discuss the request.
- All staff are following the agreed procedures and policy.

The Local School Board will ensure that:

- They consider the advice of the Headteacher when approving this curriculum policy and that they are informed of current statutory requirements.
- They are assured that the curriculum is being covered in line with the policy and procedures within the school.

Senior leaders will ensure that:

- The PSHE/RSE subject leaders are supported in their role.
- The PSHE/RSE curriculum is monitored and reviewed in partnership with subject leaders

The PSHE/RSE subject leader(s) will

- Keep up to date with statutory guidance and seek additional advice from external professionals where needed.
- Create up to date relevant schemes of learning that are in line with statutory guidance
- Work with senior leaders and the safeguarding / pastoral team to explore bespoke programmes of study / interventions that will complement the PSHE/RSE curriculum
- Ensure that there is a central resource bank of relevant and engaging resources
- Monitor the delivery and content coverage of the schemes of learning
- Quality assure teaching and learning of PSHE/RSE.
- Facilitate collaborative planning, monitoring and evaluation opportunities
- Deliver training to staff where needed or redirect individuals to targeted CPD, where relevant
- Monitor the use of Evidence for Learning to ensure progress is captured for pre-formal, informal and semi-formal learners
- Ensure regular moderation and standardisation of progress takes place

Teaching staff and learning support staff will

- Be expected to follow the school's professional code of conduct and the guidance within this RSE policy. This includes approaching lessons sensitively and discretely without causing pupils to feel embarrassed, and ensuring that any humour used is appropriate to the needs and level of understanding of pupils.
- Be expected to seek advice and guidance in advance of any teaching of RSE if they are unsure of any content.
- Be expected to follow the schemes of learning set out by the PSHE/RSE curriculum leader(s).
- Teachers are expected to use the agreed language/Makaton/widgit symbols set out in the schemes of learning (except for occasions that explore the range of language that can be used for key words).
- Be expected to make necessary adaptations to subject content so that all pupils can access the information and present it in a format that enables them to learn.
- Ensure that their answers to questions are given factually (without personal prejudice or opinion) and in line with statutory guidance.
- Have the responsibility for passing on any safeguarding concerns that come from conversations or observations of pupils.
- Contact parents/carers if a pupil shares something that requires further discussion with home.
- Work with the PSHE/RSE subject leader(s), SENCO and the safeguarding / pastoral team if identified pupils need something additional/different or require a change of group.

Pupils will:

- Participate in PSHE/RSE learning that is underpinned by agreed ground rules set out at the beginning of lessons.

- Access learning in a way that suits their individual needs and abilities, which could be on an individual, small group or class basis.
- Be open and honest with parents/carers when discussing issues at home.

Parents and carers will:

- Acknowledge receipt of the advisory letter and seek advice, where necessary, on the content being taught by reading relevant policies, accessing information on the school website or attending parent workshops.
- Use language that reinforces the teaching and learning delivered in school.
- Regularly communicate with school about the content being covered and share any concerns.
- Share any feedback or changes in their child's behaviour that may be shared/exhibited before/during or after PSHE/RSE lessons.

3.1 How is RSE taught at GANF?

The GANF whole school curriculum is characterised by four pathways to ensure that the curriculum is accessible, developmentally responsive and able to effectively meet our pupils’ individual needs.

PRE - FORMAL	INFORMAL	SEMI – FORMAL	FORMAL
<p>Profound and multiple learning difficulties</p> <ul style="list-style-type: none"> Profound and multiple learning difficulties (PMLD) Multi-sensory impairment Complex medical / health needs requiring specialist input. Pupils may have complex mobility / physical difficulties. Personal / intimate care needs Require multi-sensory learning environment and approach to learning. Working within Engagement Model and likely to be for entire time in school 	<p>Complex Severe learning Difficulties</p> <ul style="list-style-type: none"> Complex / severe learning difficulties. Complex communication needs and differences (e.g. pre-verbal but know some key words, signs, symbols etc. Significant difficulties with attention and focus Complex sensory differences and sensory profiles Emotional regulation difficulties – can express needs/wants/preferences through dysregulation. Likely to display behaviours of concern when dysregulated 	<p>Severe learning difficulties</p> <ul style="list-style-type: none"> Severe learning difficulties but getting ready for formal learning. Emerging knowledge of letter sounds and early number skills. Attention and focus skills developing. May have significant information and sensory processing issues. Expressive and receptive communication difficulties but growing vocabulary. Retrieval difficulty 	<p>Moderate learning difficulties</p> <ul style="list-style-type: none"> More developed expressive language skills. May have receptive language and communication difficulties and difficulties generalising /understanding abstract concepts. May tolerate working in groups but have social difficulties. Retrieval of information may be difficult.

Pupils are taught the knowledge relevant to their chronological age and / or developmental stage. Teaching and subject content is adapted to ensure that pupils can access, learn and remember the content of the subject at a level that is appropriately matched to their individual needs, abilities and level of understanding. ‘Consent’ is taught from an early age within a range of naturally occurring social contexts, for example during games where toys are shared, or activities where pupils can choose to hold hands with a friend. This lays the foundations for teaching older pupils about the importance of consent in intimate relationships.

3.2 Early years and Key Stage 1

Within this first phase of a pupil’s education at GANF, children participate in learning opportunities linked to personal, social and emotional development (PSED), one of the prime areas within the Early Years Foundation Stage (EYFS) framework. In addition to this, pupils will also participate in learning that meets the statutory Key Stage 1 Relationships Education expectations. Pupils at GANF in our mixed EYFS / KS1 classes access learning through continuous provision / Engage and Explore time with opportunities to participate in individual instruction and small group work. PSED / Relationships Education themes include:

- Important people in my life

- Families
- Friendship
- Coping with arguments
- Understanding emotions of self and others
- Kind and unkind behaviours
- Understanding hurtful behaviours.
- Privacy and the importance of respect
- Appropriate touch and consent for contingent touch.
- Asking for help and safe adults

3.3 KS2 pupils through to Post 16 students

All pupils are taught RSE in line with their chronological age, however we often have to adapt the curriculum for individual pupils to ensure that they can access the knowledge required to keep themselves healthy and safe.

	Pre formal and informal learners	Semi formal and formal learners
Scheme of learning	<p>My Body and My Mind</p> <p>In line with the recommendations of the EQUALS RSE Scheme of Learning and The Sex Factor Handbook from Chailey Heritage School (for pupils with profound and multiple learning difficulties) learning disabilities.</p>	<p>RSHE curriculum</p> <p>Taken from the PSHE Association framework. This is supported with delivery of the So Safe Program which is specifically designed to reduce vulnerability to sexual abuse, and to improve the quality of social lives of pupils with moderate or severe learning disabilities.</p>
Provision	<p>Pupils are provided with direct 1:1 teaching and through a continuous provision model in line with their level of attention and engagement</p>	<p>Pupils are taught one RSE lesson a week as a minimum with PSHE also being taught for a separate hour of a week, in recognition of the vulnerability of our pupils.</p>
Mental health and wellbeing	<ul style="list-style-type: none"> • Emotional wellbeing • Confidence • Life/death and loss. 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms
Physical health and wellbeing	<ul style="list-style-type: none"> • Eating and drinking • Dressing and undressing • Intimate care/using toilet • Cleaning teeth • Brushing hair • Washing and showering • Body parts 	<ul style="list-style-type: none"> • Healthy eating • Health and prevention • First aid • People who help us • Physical health and fitness
Relationships & sex education	<ul style="list-style-type: none"> • Interaction • Community • Role of people • Relationships (So safe) • Public and private (Sex factor) 	<ul style="list-style-type: none"> • Body changes • Relationships including intimate relationships

3.4 RSE long term plan

Below is the Relationship and Sex Education long-term plan for the year which shows how the areas of learning build over key stages:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families	Relationships	Body awareness	Growing and changing	Grief and loss	People who help us
KS2	Families	Caring relationships	Body parts	Life cycles	Hello and goodbye	People important to me
KS3	Different types of families	Relationships including friendship	Puberty	Public and private	Separation	My school
KS4	Marriage	Healthy & unhealthy relationships	Personal care	Reproduction	Coping with loss	My community
Post 16	Looking after children	Intimate relationships	Sexual health	Pregnancy & birth	Beliefs about death	Services

3.5 PSHE long term plan

Below is the long term plan for PSHE, which complements the RSE curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy eating	Healthy routines	Health prevention	Mental health	Fitness and exercise	Online safety and wellbeing
KS2	Lunch routines	Dressing & undressing	Dentist	Mindfulness	Move and shake	How much is too much?
KS3	Eating & drinking	Personal hygiene	Doctors & hospital	Emotional literacy	Body types	Safe gaming
KS4	Balanced diet	Personal presentation	Basic first aid	Self esteem	Fitness programs	Social media
Post 16	Shopping	Cleaning & Laundry	Drugs and alcohol	Dealing with stress	Sport and exercise in the community	Online harm

3.6 Intervention

Where appropriate, some cohorts of pupils will be streamed into PSHE groups based on their level of knowledge, understanding and maturity. This is considered before RSE is taught to ensure that where necessary, pupils have access to a personalised programme of study which reflects their individual needs and abilities.

Most teaching groups will consist of a mixture of boys and girls of a similar age and maturity. Where appropriate and necessary, single sex groups and individuals will be taught separately if specific needs or vulnerabilities are highlighted. Where specific needs or issues are identified, a bespoke series of RSE lessons can be planned and delivered. These individualised and targeted programmes are usually

supported by the school’s safeguarding and pastoral team.

4.1 Assessment and recording progress

Teachers and support staff can capture progress through observations, which can be uploaded onto the Evidence for Learning platform for pre-formal, informal and semi-formal learners. Each theme within the long term plan has learning outcomes and pupils are measured against emerging, developing, secure and extended criteria. For pupils accessing our formal curriculum pathway, we use BSquared Progression Steps for measuring progress in PSHE/RSE. Where there are identified gaps in knowledge or if pupils have a contextual safeguarding need, this will be addressed through personalised intervention work.

In Key Stage 4, pupils access a PSHE/RSE programme that is complemented by the ASDAN Lifeskills Challenge accredited programme. Relevant RSHE themes taught in Key Stage 4 include the following:

Year 1 – September 2024
Learning focus
Making Choices/Decisions
Personal Awareness
Behaviour in Conflict
Year 2 – September 2025
Learning focus
Dealing with Problems/Situations
Building Confidence and Self Esteem
Personal Safety and Risk
Diversity and Society
Hate Crime
Year 3 – September 2026
Learning focus
Law and Order/Making Laws – UK Parliament
Personal Development
Personal Health/Health and Hygiene

5.1 Staff Professional Development

All staff are trained at the beginning of each academic year in the most up to date Keeping Children Safe in Education guidance and additional safeguarding and child protection training as part of the CIT 3 year pathway. In addition, the PSHE subject leader attends relevant training and external moderation events throughout the year. Teachers meet regularly to plan collaboratively and to share good practice. They are routinely updated about any updates regarding RSE guidance if and when necessary.

6.1 Ground Rules

During sensitive lessons, staff will be expected to put a private sign on the door which allows the group to understand the important and sensitive nature of the lesson without interruptions from visitors. Equally, any sensitive information such as resources and /or power points need to be sensitively stored away when not being used so that other pupils, for whom some content may not be appropriate, do not come in to contact with it.

At the beginning of every lesson the teacher will ensure that all pupils are clear about expectations within the lesson. Ground rules should be agreed with the whole group at the beginning of the topic.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time with the pupil. For pupils who have questions but may not feel comfortable asking in front of the group, a question box will be available. Pupils can post questions anonymously which will enable their questions to be addressed in a group environment.

In some cases, it may be appropriate for parents to be informed of questions that a pupil may have asked that do not align with a pupil's perceived maturity. However unexpected /unanticipated content being shared by a pupil may raise possible safeguarding concerns. If this is the case, the teacher should discuss with the school's safeguarding leads prior to contacting parents.

6.2 Confidentiality and Child Protection

Should any topic be raised by a pupil that is not part of the lesson, the member of teaching staff will discuss with the pupil outside of the lesson time.

If there are any concerns for a pupil's safety, the safeguarding team will be informed immediately and parents/carers or other organisations will be contacted if necessary and in line with our safeguarding policy.

6.3 Safe Practice

At GANF we cater for a very wide range of ages, abilities and needs. We therefore recognise that pupils require clear and consistent information that is differentiated to individual needs.

As young people grow and develop, they will naturally explore and become curious about their own bodies. Although this is a natural part of child / adolescent development, it is our duty, along with parents and carers, to ensure that all pupils are taught about appropriateness and the concepts of public and private. Teaching about and preserving the dignity and privacy of pupils should be a main priority.

If a pupil is known to display curious or dysregulated behaviour that challenges, such as removing clothing, exposing private areas, engaging in self-soothing / stimulating activities and/or attempting to touch self or others, staff will respond in the following ways, depending on the level of understanding of the pupil:

For those with a higher level of understanding

- Remind pupils of personal boundaries
- Remind pupils that these behaviours are not appropriate in a public place
- Remind pupils about appropriate touch and personal space
- Provide verbal or visual cues to give clear instructions
- If a pupil does not respond to the verbal cues, then the remaining pupils will be removed from the area until the situation is resolved.
- Parents/carers will be informed by phone and where necessary further intervention strategies will be provided, such as support from the safeguarding / pastoral team and specific strategies (e.g. social stories)

For those with lower cognitive functioning and more complex needs

- Give a clear and concise visual and verbal request to stop.
- Transition to a more appropriate space such as toilets/black out tents or secluded safe space, reinforcing the message of private behaviour in a private space /removal of other pupils from the area if possible or screen the pupil being supported.
- Strategies will include distraction and clear communication systems.
- Where necessary adults who know the pupil best will also support with any care needs.
- Providing motivating activities and or objects to redirect pupil back into the classroom environment where necessary.
- Parents/carers will be informed by phone and where necessary further intervention will be provided, for example by the safeguarding and pastoral team
- In all cases school will work with parents to ensure that consistent language and approaches are used, so that pupils are provided with clear information and responses.

7.1 Parental Concerns and Withdrawal of Pupils

Parents can no longer withdraw their child from Relationships Education, or any element of sex education that is covered within the national curriculum subject Science. Neither can children be withdrawn from health education which includes learning about puberty. Parents do have the right to withdraw their child from the Sex Education content of RSE. This request should be made in writing to the Headteacher expressing the reasons why withdrawal should be considered.

GANF works in partnership with parents/carers in a range of ways. Long-term curriculum planning is available on the website or by request to ensure that parents are aware of content coverage, and lessons and approaches are shared via the online platform Evidence for Learning. Parents are also invited to engage in meetings to share the content of RSE across the pathways and to develop their understanding of how the subject is delivered e.g. So Safe, Sex Factor.

8.1 Dissemination of the Policy

The RSE policy will be presented to the Local School Board and will then be shared with school staff. A copy of the RSE policy will be available on the school's website. Parents can request a hard copy of the RSE policy by contacting enquiries@ganf-cit.co.uk.

8.2 Policy Ownership and parent consultation

This policy will be a living document and will be periodically updated and reviewed in line with the statutory requirements. Ultimate responsibility and introduction and implementation will rest with the Local School Board and Headteacher, however it is important to remember that all staff, pupils and parents have an active part to play in the evolution, development and maintenance of this policy. Parents will be provided with a consultation period for any significant changes to the policy