

Our Vision  
Achievement for all  
Our Mission

To fulfil this through developing every child's personality abilities and talents to the full, to be the best that they can be.

This school is a Rights Respecting school and we support children's entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

- Right 2. Non discrimination. No child should be treated unfairly on any basis.
- Right 3. The best interests of the child must be a top priority in all things that affect children.
- Right 4. Protection of Rights
- Right 5. Parental Guidance
- Right 12: Respect for the views of the child
- Right 16 Every child has the right to privacy. The law should protect the child's private, family and home life.
- Right 34. Sexual Exploitation

### **Statutory Requirements**

As a primary and secondary maintained school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). In primary school, 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

### **Equality Impact**

This policy has been written considering the needs and wishes of all the young people within their school, their parents and their carers. It recognises that all children need to know certain aspects of the subject matter to understand about themselves and how they fit into the world around them. It recognises that due to the sensitive nature of the content of the subject that children will be taught at a time in their life which is relevant to their age and development.

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**Parents' Right to Withdraw Their Children from Sex and Relationships Education**

Parents have the right to withdraw their children from some or all of sex education delivered as part of Statutory RSE up to and until three terms before the child turns 16. Students are legally obligated to attend lesson delivered as part of the Science Curriculum.

If a parent wishes to withdraw a child, they are asked to discuss it with the Head teacher. Parents are not obliged to concur, but staff would like an opportunity to make it clear to them that if students who are withdrawn from sex education lessons ask questions at other times, these questions will be answered honestly by staff, unless they are asked specifically not to.

**Rationale**

This policy has been updated in line with the Statutory Guidance for Health Education Relationships Education and Relationship and Sex Education (RSE) in June 2019. It also fits within the overarching ethos of Keeping Children Safe in Education (KCSIE) and associated aspects including issues around Female Genital Mutilation and Child Sexual Exploitation.

Sandgate is an all age (3-19) school which caters for students with severe and profound learning difficulties. This policy outlines the teaching, organisation, management and philosophy of RSE at Sandgate.

It has been written and developed by the PSHE Subject Leader in conjunction with class teachers, the Head teacher and Governing Body, who are also responsible for the implementation and monitoring of the Policy.

Relationships and Sex Education is an integral part of our Personal Health, Social & Emotional Education (PHSEE) programme, an area which is considered important throughout our school.

We believe that Relationships and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents throughout the development and delivery of this curriculum.

The school's programme of Relationships and Sex Education will be embedded within the school's PHSE curriculum and will help children to respect themselves and others. Sandgate School draws from the *PSHE Association Planning Framework for Pupils with SEND*. See **Appendix 1**

The curriculum is supported by the 'SoSafe!' programme. See **Appendix 2**

As well being supported by the SoSafe programme, this philosophy is linked to and supported by our Rights Respecting Schools Status.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science syllabus.

At Sandgate, we support the view that all students should learn about their sexual development, together with an awareness of their relationship with others, and that this may

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be a way to enhance their ability to lead their lives with fulfilment. We believe that Relationships and Sex Education should be factually and medically correct and should treat intimate relationships as a normal and pleasurable fact of life.

We also expect other learning outcomes to be enhanced by the increased self-esteem and confidence which a good sex education programme can bring about.

We want young people to understand the difference between 'healthy and unhealthy' relationships, and to understand that they have the right to choose and consent within all different types of relationships.

We believe that the basis of moral behaviour depends on each feeling valued for what we are. The students need first to experience self esteem before they can form satisfying relationships with others. Although some of our students may never experience marriage and parenthood, this does not mean that they are to be excluded from forming loving and caring relationships during their lives. The aim is to give students the skills to conduct such relationships with dignity and appropriate assertiveness and to avoid being exploited.

Relationship and Sex Education should be inclusive of difference, including gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experience. It should promote gender equality in relationships and recognise and challenge gender inequality, whilst reflecting girls' and boys' different experiences and needs.

Students should be made aware of, and given appropriate and targeted support to ensure their online safety. They should be given guidance about use of technology, particularly with regard to sharing images online or between their social network. This is a growing an important focus and we recognise that for many of our students their 'online' community is an area they need specific support to navigate.

**Aims:**

- To provide access to knowledge and information to which all students are entitled and providing appropriate support with in a supportive and positive environment and ethos.
- To clarify or reinforce knowledge students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others, whilst emphasising the respect due to partners
- To develop and embed understanding of key concepts including 'CONSENT' and 'CHOICE'
- To help students to understand their sexual feelings, emotions and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop skills in language, decision making, choice and assertiveness which are necessary in a range of situations
- To understand and identify healthy and unhealthy relationships.
- To help students understand online safety and appropriate use of technology, including social media.
- To promote acceptable and appropriate behaviour in public and private situations and to encourage the ability to value and sustain long-term caring relationships
- To teach and rehearse strategies which reduce the risk of exploitation, misunderstanding and abuse and provide means to report abuse in line with Safeguarding policies and procedures.

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- To provide the confidence to be an active member of society regardless of sexuality, gender, disability, ethnicity, culture, age, faith or belief or other life experience.
- To support access to information and facilities through access to school based and community health services and organisations, with appropriate awareness of individuals right to confidentiality.
- Encourage the use of correct vocabulary.
- To make pupils aware of the law when relevant topics are being taught.

### **Methods for Sex and Relationships Education**

- Staff will decide the most effective methods to use with specific groups of students and the students may be grouped according to cognitive ability in the senior school. Staff will make an individual assessment of students needs and will provide appropriate support materials and access methods. These should be in line with a students accepted method of communication.
- When assessing materials used for the teaching of Sex and Relationships staff will be mindful of the key concepts/language found within the SoSafe programme and will avoid/modify any materials which may contradict or undermine this.
- Staff will also use the Progression Pathways appropriate to this subject to help assess which level of understanding a student currently has and what are the next steps.
- In line with Government Expectation the content of the provision will be age and developmentally appropriate. It will be delivered in a way that is most beneficial to each individual student

### **The Sex Education Programme**

We expect that all students shall experience a programme of sex education and personal development at a level which is commensurate with their cognitive development.

We consider that such a programme can successfully follow the outline given below for most of our students.

- Who am I? What do I look like?
- Body Parts, privacy, private body parts
- Body changes at puberty
- Whom do I know? How do I behave with them?
- Staff will judge when students are ready to move on to more specific work of sexuality and sexual relationships which will include:
  - Menstruation
  - Contraception and sexual health
  - Pregnancy and birth, including post and prenatal care / health

### **Provision**

EYFS provide the foundation of Sex and Relationships Education through the areas of **Personal, Social and Emotional Development, Physical Development** and **Understanding the World – People and Communities**.

From EYFS onwards Sex and Relationships provision will be delivered via two areas of the curriculum.

1. Through National Curriculum Science where they are required to learn

### **Key Stage 1**

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- To identify, name, draw and label the basic parts of the human body and say which part is associated with each of the senses.
- To notice that animals including humans have off spring which grow into adults.

### Key Stage 2

- To identify that humans and other animals have skeletons and muscles for support, protection and movement.
- To introduce human body parts associated with skeletons and muscles, finding out how the different body parts have special functions.
- To describe the changes as humans develop to old age.
- To learn about changes in puberty.

### Key Stage 3

- To learn about reproduction in humans, including structure and function of male and female reproductive systems, menstrual cycle (without details of hormones) gametes, fertilisation, gestation and birth to include effect of maternal lifestyle on focus through placenta.

### Key Stage 4

- To learn about hormones in human reproduction,
- To learn about hormonal and non-hormonal methods of contraception.

### Key Stage 5

Students in key stage 5 are on a *pathway to adulthood* and our curriculum intent ensures students are taught:

- To make safe, well informed, healthy choices
- To know how to keep physically and mentally safe, regulated and where to go for help if needed
- To be able to communicate feelings and emotions to others
- To foster healthy and appropriate relationships- including sexual relationships

**Key Stage 3 and 4 Science is taught following the OCR syllabus. The unit directly relating to Relationships and Sex Education is entitled 'Babies'.**

### Specific Learning objectives are:

- Recall the names of the main organs of the female reproductive systems.
- Recall the names of the main organs of the male reproductive systems.
- Recall the function of the testes
- Recall that typical body cells have 46 chromosomes: females have 23 pairs (Including xx); males have 22 pairs and an odd pair (xy)
- Know that that sperm and egg cells have 23 chromosomes each.
- Know that fertilisation occurs by the fusion of a sperm and an egg cell, which produces an egg with 46 chromosomes.
- Recall that the fertilised egg develops into a foetus.
- Know that the placenta is the exchange surface used to transfer substances between the mother and the foetus and what happens to it after child birth.
- Know that the chemicals called hormones are involved in reproduction to include male: testosterone and female: oestrogen and progesterone.

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- Recall some of the changes that occur in the female body after fertilisation: stopping periods and gaining weight.
- Know that periods start again after childbirth
- Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception. Through the PHSEE scheme of work at each Key Stage and through the SoSafe programme

### **SoSafe**

This programme is a carefully structured approach designed to support children and young adults with ASD and Complex Learning Difficulties, in their understanding of making and sustaining healthy relationships across the community.

SoSafe is not a Sex Education Teaching tool. It supports young people's understanding of healthy, safe relationships and the concept of CONSENT. However, it is key to our philosophy on Sex and Relationships, both in terms of its visual/symbol based delivery and the language it uses. Therefore, when teaching any element of Sex and Relationships staff will link closely to the content and language found within the programme.

The Structured element of this programme begins late in KS2 (although needs will be assessed on a case by case basis) and teaches students in a structured way about the importance of choice and consent. In the years proceeding this (EYFS to KS2) the PSHE curriculum will focus on developing the prerequisite skills to enter the programme.

These include:

- Understanding and using terms "YES/ NO"
- Identifying and naming emotions
- Appropriate ways of greeting different people
- Naming/ pointing to parts of their body
- Some understanding of the terms 'Public / Private '

The SoSafe programme will also assist students in dealing with the emotional aspects of relationships, including their breakdown. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals. The programme is designed to be followed in a structured way in order to teach and embed key concepts. It will be supported by other materials, particularly those from the PSHE Association website. Staff will be consistent in the language they are using in order to support students understanding and avoid confusion.

SoSafe also gives students a way of reporting abuse and unwanted behaviour. The programme relies heavily on the use of visual supports, giving students alternative ways of understanding and communicating complex social and emotional issues.

### **Online Relationships**

Staff will provide ongoing and targeted support to help students make appropriate choices about their online interactions, relationships and use of technology. This is likely to be evolving and individual but will also include whole group taught sessions. This may include discussions relating to pornography.

The *PSHE Association SEND Framework* provides guidance and support, in addition to sign posting to specific supporting organisations.

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## Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We may also seek guidance and materials from outside agencies and invite specialists into school to deliver workshops on specific topics. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

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## **The Organisation of Sex and Relationships Education**

It is a legal requirement that the students of secondary age, in whatever type of school, receive a compulsory programme of sex education.

In general Sex and Relationships will be taught by the class teachers. There will be times when small or gender groups will work alone and other times when the students are grouped according to their development and maturity

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

***It is the policy of the Governors that the Head instructs staff not to answer personal questions children may ask them on these matters.***

## **Monitoring and evaluation of RSE**

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

RSE is monitored and evaluated as part of the subject leader monitoring cycle. It is the responsibility of the PHSE subject lead to undertake this monitoring. Findings are then reported back to SLT and the Governing Body.

## **Partnership with Parents**

The governors place the utmost importance on staff sharing the responsibility with parents for their children's education and sexual matters. We are aware that some parents find it difficult to cope with their children's sexual development and are happy for the child to take the initiative. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

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## Appendix 1

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

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PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND KS3 and 4	
CORE THEME 1: Health and Wellbeing	Self-concept	STRANDS	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
CORE THEME 2: Relationships	Positive relationships	STRANDS	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Learning skills	STRANDS	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

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## Appendix 2



### Overview

#### *Aims*

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 relationship in a safe and measured manner
4. providing visual communication tools for reporting physical or sexual abuse, and
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.

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## Overview

*Concepts Included in*

# SoSAFE!

### Category of People

Boy/ Girlfriend Close Friend  
 Community Worker I Don't Know Community Worker I Know Family  
 Friend  
 OK Helpers  
 Other People I Don't Know Other People I Know Partner

### Types & Degrees of Physical or Verbal Intimacy/Activity

Cheek Kiss Cuddle Helping Hand Hold Hands Hug  
 Intercourse Masturbation Meet  
 Private & Public Parts of the Body Private Talk  
 Shake Hands Sex  
 Sex Touching Sexy Kiss  
 Special Cheek Kiss Special Hug  
 Talk

### Program Elements

Help Page  
 OK Helpers Page Private Helper  
 People & Relationship Book Steps To Relationship  
 Talk Touch Triangle

### Feelings/ Knowledge

Consent Don't Know Family Love Feeling Sexy  
 Happy  
 Help Like Know  
 Know Names Missing People Not OK  
 OK  
 Private & Public Parts of the Body Private & Public Places/ Private Things  
 Sad/Hurt Scared

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**Program Elements**

Help Page  
OK Helpers Page Private Helper  
People & Relationship Book Steps To Relationship  
Talk Touch Triangle

**Feelings/ Knowledge**

Consent Don't Know Family Love Feeling  
Sexy Happy  
Help Like Know  
Know Names Missing People Not OK  
OK  
Private & Public Parts of the Body Private & Public Places/ Private  
Things  
Sad/Hurt Scared

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