



Relationships and Sex Education

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Relationships and Sex Education

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Relationships and Sex Education

1. Purpose

In line with Government policy, all pupils at Hollybank School have an entitlement to receive Relationships & Sex Education

It is taught to all students as part of a broad, balanced curriculum.

Our aim is to equip our pupils and students with the skills and knowledge to make decisions on how they relate to others and to conduct appropriate loving and caring relationships during their lives.

They should be aware of gender; their own bodily changes and functions; have knowledge and some understanding of the need for personal hygiene; learn what is and is not appropriate behaviour in social environments; have some understanding of how humans reproduce within the context of a loving relationship.

2. Who was Consulted

In line with Government recommendations, all staff and parents were consulted about this policy and the contents of the schemes of work.

3. Relationship to Other Policies

Relationships and Sex Education forms an integral part of the curriculum.

4. Curriculum Delivery:

- It is now a legal requirement that students, in whatever type of school, receive an appropriate programme of relationships and sex education. However, parents have the right to withdraw their children from the programme.
- Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content of self-awareness, gender awareness, body parts recognition, the need for privacy and forming positive relationships.
- We will take every opportunity to inform and involve parents and carers. Staff are willing to discuss with parents any matters of concern. It is important that there is no conflict of information given to the pupils.

5. Content

Delivery

- Relationships & Sex Education is taught at Hollybank School appropriate to the needs, understanding and maturity of the pupils and students.

Relationships and Sex Education

- In the Early Years and Key Stage 1 Relationships Education covers the areas of; Self-awareness, Body awareness, Families and people who care for me, Hygiene, Caring friendships, Staying healthy, and Being happy.
- At Key Stage 2 and 3 Relationships & Sex Education will cover the areas of; Body parts, Growing and changing, Menstruation , Gender awareness and Life cycles.
- At Key Stage 4 and 5 Relationships & Sex Education will include; Gender differences, Masturbation and wet dreams, Respectful relationships and friendships, Being safe, Intimate relationships and sex, Diversity. More explicit information will always be given where it is has been assessed appropriate on an individual basis.
- Residential staff and the nursing team will also have naturally occurring opportunities to discuss Relationships and Sex Education given the more 'intimate' nature of much of their work.
- Staff involved in the delivering of Relationships and Sex Education will receive training. This will include training on using the The Sex Factor stories and resources from the Chailey Heritage Foundation.
- Two, one third life size teenage cloth models have been purchased to assist in the delivery of Relationships & Sex Education.
- Specific training on the use of the two teenage cloth models is provided to all appropriate staff.
- Parents of pupils wishing to withdraw their child from the Relationships & Sex Education programme are asked to discuss it with the Head of Children's Services.

Teaching Methods

- Whole class group work
- Small group work
- Individual work
- The Sex Factor stories and lesson plans
- Demonstration lessons using 1/3 size cloth teenage models.
- Resources as appropriate: gender dolls, gender clothes; toiletries, books, booklets and pictures
- Mayer Johnson symbols

Differentiation

Differentiation will be met by employing good teaching practices of:-

- Good, detailed medium and short term planning
- Clear, realistic but challenging objectives set
- Variety of pace
- Variety of teaching styles
- Variety of communication styles
- Variation in the complexity of tasks set.
- Careful selection of resources and materials
- Tasks set will be child centred and appropriate to the age, ability and needs of the students.
- All students will work at their own pace but with high expectations of success at all levels of attainment.

Relationships and Sex Education

Assessment

- The students' work should be recorded during or at the end of the theme, on evidence for learning.
- The recording should be done with the student (if appropriate) to enable them to reflect upon what they have experienced, learned and understood.
- Teachers will discuss findings at the end of each school year.
- The results of these discussions may be used to inform future planning

Health and Safety

It is the responsibility of the teacher to ensure that all staff and students are aware of any health and safety issues which may arise during the delivery of the lesson in line with the Health and Safety Policy of the Hollybank Trust.

Inclusion and Equal Opportunities

No student will be excluded from this subject area on the grounds of ethnicity, gender, religion or disability.

6. Roles and Responsibilities of Head of Children's Services, other Staff, Governors

The Governing Body will:

- seek the advice of the Head of Children's Services on this policy, keep it up to date and make it available to parents

The Head of Children's Services will ensure that:

- the Governing Body is advised about the nature and organisation of the subject and how it reflects the aims and values of the school
- Relationships and Sex Education is provided in a way that encourages pupils to consider the value of family life and the importance of marriage whilst being aware of other life style choices.
- pupils are protected from inappropriate teaching materials
- parents are informed about the programme for Relationships and Sex Education

7. Arrangements for Monitoring and Evaluation

The Head of Children's Services will provide a report on the implementation of the scheme of work annually in July, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons and any training which has been undertaken.

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