



**Brookfields**  
Specialist SEN School

## Brookfields School Relationships and Sex Education Policy

<b>Date</b>	<b>Description</b>
5 February 2025	Approved by the Full Governing Board

<b>Review schedule</b>	Annually
<b>Next review</b>	February 2026
<b>Policy holder</b>	Sara Avenell/ Rhian Jeffreys

## **Brookfields School Equalities Statement**

**All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.**

## **Introduction**

This policy reflects the consensus of opinion of staff and has been drawn up through consultation with staff and Governors. The implementation of this policy is the responsibility of all staff.

The purpose of this policy document is to provide an explanation of the Sex and Relationships Education curriculum at Brookfields School. Sex and Relationships Education will be delivered as part of the PSHE curriculum and the Science curriculum but will have its own scheme of work within these. It has been written by the Head of PSHE.

The governors have ratified the policy.

The policy is renewed on an annual basis.

## **Rationale**

PSHE and Relationships and Sex Education within the framework of PSHE is a statutory requirement in all schools to different extents. According to the DFEE Statutory Guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education 25<sup>th</sup> June 2019**

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

*This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.*

In addition, the DFEE guidance states that

*“Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.*

*34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.*

*35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.”*

The Relationships and Sex Education Curriculum at Brookfields aims to guide teachers but give them scope to tailor content appropriately according to developmental stage.

### **The Nature of the Subject**

Taking into account the above extracts

Relationships and Sex Education at Brookfields School will aim to:

- Promote the spiritual, moral, cultural, physical, mental and social wellbeing for all our pupils.
- Prepare pupils for opportunities and experiences of adult life.
- Teach pupils how to recognise and identify all forms of abuse.

More specifically our objectives are to:-

- present information in a sensitive, balanced and objective manner;
- allow students access to individual relationships and sex education as and when their physical, emotional, and social development dictates;
- promote and develop self-esteem;
- encourage the development of appropriate behaviour in their family and community;
- empower pupils by teaching and supporting them how to make informed choices and decisions;
- empower students to seek help at an early stage if they feel themselves becoming unsafe
- enabling children to recognise abuse when they or their peers are experiencing harm or worried about an unsafe or risky relationship
- give opportunity for discussion in a safe environment.

### **Prevent Duty**

As a school we need to 'have due regard to prevent people from being drawn into terrorism' and to 'protect children from the risk of radicalisation' (p4 Prevent Duty Guidance).

This means that staff need to:

1. Be able to identify children and young people who may be vulnerable to radicalisation
2. Build resilience to radicalisation by promoting British values
3. Enable children and young people to develop an understanding of the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. This through teaching pupils to recognise and manage risk, make safer choices and recognise when pressure from others threaten their personal safety and well-being.

Providing an effective PSHE curriculum in which pupils are helped to learn right from wrong, mix and share with other children and value others views, know about similarities and differences between themselves, challenge negative attitudes and stereotypes, develop effective ways of resisting pressure, explore sensitive or controversial issues and learn how to manage difficult situations with confidence and determination is seen as instrumental.

### **How the Subject Will Be Taught**

It is important that teachers are provided with flexibility in teaching what is a very sensitive subject area. Therefore delivery will be by one or more of the following:-

- In appropriate groups according to age, gender, and developmental stage;
- In discreet sessions covering specific topics;
- A planned programme over a number of weeks,
- On an individual basis as need arises taking account of gender and sex;
- Across the curriculum in PSHE, drama, communication sessions and science;
- In a 'safe' environment, which is familiar, secure and provides continuity;
- By teachers, specialist support assistants and the school nurse.
- Throughout primary, pupils will be taught to develop an understanding of relationships through the Learning to Learn Curriculum and in KS2 and KS3 (as appropriate) through a block of lessons teaching about relationships.
- Pupils will receive a term of RSE lessons with the potential for more as they progress up the school, and will be grouped appropriately, according to teacher discretion.

## **Content of the Programme.**

Within the PSHE curriculum for the Enquiry and upper Engagement strands there is a specific scheme of work for Relationships and Sex Education that can be used to inform short and medium term planning.

The areas covered are:

- Self-image, self-esteem gender identity and sexual identity;
- Keeping and feeling safe and healthy;
- Relationships with others and social opportunities;
- Feelings and emotions;
- Physical/sexual development and sexual activity;
- Appearance/self-presentation;
- Consent

A scheme of work is available within the PSHE curriculum outlining the content in more detail.

For the younger Engagement Strand and Enrichment pupils, PSHE is embedded throughout their learning day to day. RSE will be delivered in small groups or 1:1 when deemed appropriate by the teacher – either in discrete lessons or through incidental learning.

Work on relationships is embedded within the Learning to Learn curriculum for the Exploration strand.

An overview of what is taught in each year is attached to this policy.

## **Assessment**

Assessment will be:

- On a sessional basis, the outcome of one session will determine the priorities and objectives of the following sessions either small group or individually.
- To ensure breadth of coverage, a sequential teaching framework is used to plan and deliver a series of lessons, and an assessment framework tracks progress over time.

## **Organisation of Resources**

The provision of resources will vary according to the needs and developmental stage of the pupils and the key stage and can be viewed at any time, by parents. A central resource is kept for specific Relationships and Sex Education that includes DVD's, books, videos, anatomically correct models and anatomically correct dolls. In addition, there is available, a variety of published resources specifically for use with pupils who have special educational needs. These have been made available for mainstream colleagues and teachers from other special schools to use or to borrow. Resources are also used during INSET to demonstrate the range available.

## **Equal Opportunities and Special Needs**

At Brookfields School, we endeavour to provide equal opportunities for all pupils taking into account their cultural background, gender and individual needs, giving every opportunity to experience success in learning, enabling them to achieve as high a standard as possible. Teachers should be sensitive to different cultural beliefs during the teaching of relationships and sex education.

## **Working with Parents**

Parents are notified of the content of the RSE lessons before the course begins. They are able to request to speak to the teacher or Head of PSHE about the content and the resources that are going to be used. Information is also contained in letters home including specific letters for certain aspects of the course.

Due to government legislation, parents will be unable to withdraw their child from Relationships Education in primary school or secondary school. Parents will be able to withdraw their child from Sex Education in primary school except that which is included in Science lessons required by the National Curriculum. Parents are able to withdraw their child from sex education at secondary level, apart from Science lessons which include elements of sex education. Pupils will have the right to choose to take part in sex education from three terms before they turn 16.

A yearly RSE information event will be planned for the parents of pupils in Key Stage 3 and 4 and 6<sup>th</sup> Form.

## **Specific and Sensitive Issues**

Education about contraception and sexually transmitted diseases will be given by teachers but *individual* advice about contraception will not. The school nurse is available for advice about these issues.

We are aware of the impact of Social Media. The school sends out regular e-safety advice. More information on this can be found on the school website.

## **The Law and Sexual activity**

We will ensure that students are made aware of aspects of law that relate to sexual activity.

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. However, there should be no direct promotion of sexual orientation.

## **Confidentiality**

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. As such there needs to be in place a clear and explicit confidentiality policy that is understood and ensures good practice.

All conversations that are had during Relationships and Sex lessons should be confidential, unless they pose a risk to the pupil or others, in which case they should be reported to the safeguarding leads.

Signed: .....  
Policy Holder

Date: .....

Signed: .....  
Headteacher/Governor

Date: .....



	Key Stage 2	Key Stage 3	Key Stage 4	6 <sup>th</sup> Form
All pupils will be taught according to their developmental stage, the below outlines what can be covered in each area of the school.				
Groupings	1:1 teaching according to need Whole class	1:1 teaching according to need Small group Whole class	1:1 teaching according to need Small group Whole class	1:1 teaching according to need Small group Whole class
Throughout the year	Friendships Personal space Good hygiene Healthy lifestyle Feelings Emotions	Friendships Personal space Good hygiene Healthy lifestyle Feelings Emotions Careers and life skills	Friendships Personal space Good hygiene Healthy lifestyle including drugs and alcohol Feelings Emotions Careers and life skills	Friendships Personal space Good hygiene Healthy lifestyle including drugs and alcohol Feelings Emotions Careers and life skills
Specific RSE lessons	Years 5 and 6 (or as needed) - Relationships Body parts Gender Making choices Consent Good/bad touch Public and private Menstruation Wet dreams, erections Masturbation	Relationships Body parts Gender Making choices Consent Good/bad touch Public and private Menstruation Wet dreams, erections Masturbation How babies are made Year 9 – sexual intercourse, contraception, STIs, law, birth and babies	Relationships Body parts Gender Making choices Consent Good/bad touch Public and private Menstruation Wet dreams, erections Masturbation Sexual intercourse, contraception, STIs, law, birth and babies	Relationships Body parts Gender Making choices Consent Good/bad touch Public and private Menstruation Wet dreams, erections Masturbation Sexual intercourse, contraception, STIs, law, birth and babies

