

# SANDFIELD PARK SCHOOL

## RELATIONSHIPS and SEX EDUCATION POLICY (RSE)

**Reviewed January 2023**

### **POLICY FORMATION**

This policy was reviewed and updated using Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019)**.

### **What is Relationship and Sex Education (RSE)?**

Relationship and Sex Education is: -

“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, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.” *DfES 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019)*

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This is to stress that RSE at Sandfield Park goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and skills to manage relationships.

### **THE SCHOOL**

Sandfield Park is a mixed secondary school for pupils with physical disabilities, medical needs and other related learning difficulties. It is split into three main sites; Sandfield Park, The Hospital School at Alder Hey and Alder Centre of Education (ACE).

The school draws pupils from a wide area of the inner and outer reaches of the city of Liverpool and caters for the needs of 11-19-year-old pupils. There are a small proportion of ethnic groups whose cultures and religions are respected. There are children from mixed family backgrounds, single and dual parent families.

The Relationship and Sex Education programme at Sandfield Park has been planned to take into account the age, maturity and ability of pupils. The Governors and staff at Sandfield Park believe Relationship and Sex Education is a part of the educational entitlement of all pupils. All young people need to be helped to understand the changes in their bodies, their feelings and sexual preferences so that they can develop in confidence and self-esteem. Some pupils with physical disabilities may need help with coming to terms with their disability as they approach adolescence and a period of self awareness.

### **Principles and Values**

In addition, Sandfield Park believes that RSE should:

- Be an integral part of the lifelong learning process.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports 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.

## **Aims**

RSE is an important part of a child's preparation for adult life reflecting the Mission Statement and general aims of the school. 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 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.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality (LGBTQ+); challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- 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, Sexual Violence and Harassment (Sexual violence and Sexual Harassment between children in Schools and Colleges :- [click here to view](#))
- Present the facts within a framework of values, giving an awareness of the law, value of the family, marriage and responsible parenting.
- To stress the importance of self-restraint, dignity, respect for others, responsibility and fidelity.
- To learn what sort of behaviours are not acceptable. The physical, emotional and moral implications of certain behaviour will be taught.
- To prepare against unacceptable behaviour from others and develop a sense of personal safety.
- To prepare pupils for opportunities, responsibilities and experiences of adult life.

At all stages the delivery of issues will take into account individual maturity and not chronological age. Students with severe learning difficulties will take part in the programme which will be adapted according to their ability.

Parents will receive a copy of the Relationship and Sex Education policy on entry of their child into the school or via the school website. Parental rights to withdraw pupils will be upheld.

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

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- 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, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- Avoidance of unplanned pregnancy.

### **Organisation and Content of Sex and Relationship Education**

Sandfield Park specifically delivers Relationship and Sex Education through its PSHE Programme, Science and RE lessons at KS3, and KS4. At post 16 level the pupils follow a variety of accredited courses in RSE such as ASDAN Towards Independence- Relationship course.

Much of the Relationship and Sex Education at Sandfield Park takes place within PSHE and science lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with the PHSE / RSE Co-ordinator to work with the students on many of the RSE topics as she is aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff with support from the Head of science. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Staff are supported in both RSE and Science by joint teaching sessions, presentations and general answering of questions that may arise.

The PSHE Programme and Science National Curriculum is taught in every year.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Sandfield Park will also be using the Brook Advisory Services “Traffic Light Tool” (see appendix for Guidance and Tool) to identify sexual behaviours and therefore help staff:

- Make decisions about safeguarding pupils
- Assess and respond appropriately to sexual behaviour in our pupils (respond to behaviour using either the PHSE Association Primary or Secondary Lesson plans)
- Understand healthy sexual development and distinguish it from harmful behaviour such as Sexual Violence and Harassment.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required.

### **The Relationship and Sex Education Programme at Sandfield Park**

#### **ISSUES CONSIDERED:**

- Content of Sex Education.
- Methodology, style and approach, location in curriculum.
- Confidentiality.
- Moral framework.
- Who would deliver Sex Education, use of visitors.

The school intends that all pupils shall experience a programme of Relationship and Sex Education and Personal Development at a level which is easy to understand, relevant and appropriate to the age and more importantly to the maturity of the pupil. Some Sandfield Park pupils with physical, visual or hearing impairments are unable to use speech, therefore signing, symbols and/or communication switches and aids are used. Pupils with complex needs experience the basic content: self-awareness, gender awareness, body recognition and privacy.

Pupils with Autism and communication barriers will require individual teaching to meet their specific needs. AAC devices, POD books and Picture Exchange Communication Systems (PECS) are used for these pupils so as to avoid any confusion.

Relationship and Sex Education will need to cover issues such as contraception, the emotional implications of entering a sexual relationship with another person, sexual violence and harassment, consent, sexual preference (LGBTQ+) and the need to treat partners with consideration. Children who are lesbian, gay, bi, or trans (LGBTQ+) are more likely to be harassed and abused by their peers.

The biological elements of Sex Education, including naming body parts, puberty, conception and human development are part of the National Curriculum Science and are compulsory, as are information about HIV/AIDS and other sexually transmitted diseases.

## **Content of RSE at Sandfield Park**

### *National Curriculum Science*

#### **Pupils at KS1 Cognitive and maturity level (Complex Needs) are taught:**

1. a) That animals including humans, move, feed, grow, use their senses and reproduce
2. b) To recognise and compare the main external parts of the bodies of humans and reproduction
- c) That humans and animals can reproduce offspring and these grow into adults
3. a) To recognise similarities and differences between themselves and others and
4. Treat others with sensitivity

*(Staff will refer to the Traffic Light Tool for any sexual behaviours that they are unsure of. See appendix)*

### *National Curriculum PSHE*

Pupils are taught to:-

1. Develop a healthy and safer lifestyle
2. Develop good relationships and respecting the differences between people

#### **Pupils at KS2 Cognitive and maturity level are taught:**

### *National Curriculum Science*

1. a) that the life processes common to humans and other animals, include nutrition, growth and reproduction
2. b) about the main stages of the human life cycle

*(Staff will refer to the Traffic Light Tool for any sexual behaviours that they are unsure of. See appendix)*

### *National Curriculum PSHE*

Pupils are taught to: -

1. Develop their confidence and responsibility and make the most of their abilities
2. Develop a healthy, safer lifestyle
3. Develop good relationships and respecting the differences between people

More detail will be found in the PSHE Intentions and scheme of work.

## RSHE KS3 framework

| Year 7 pupils have the opportunity to learn:  | Year 8 pupils have the opportunity to learn:  | Year 9 pupils have the opportunity to learn:  |
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| <p><b>Families</b></p> <ul style="list-style-type: none"> <li>the role of families in bringing up children (RE2)</li> <li>about trust and how we recognise this in our relationships (RE7)</li> <li>who can help if we are worried about family, friend or other relationships (RE7)</li> </ul>   | <p><b>Families</b></p> <ul style="list-style-type: none"> <li>about commitment in relationships and the different ways that people may show this (RE1)</li> <li>why marriage is an important choice for many couples (RE4)</li> <li>about marriage and civil partnership celebrations in different faiths and cultures (RE3)</li> <li>the different roles and responsibilities within families, and how this may change during adolescence (RE6, RE</li> </ul>        | <p><b>Families</b></p> <ul style="list-style-type: none"> <li>the characteristics of successful parenting (RE6)</li> <li>about the challenges associated with being a teenage parent (RE6)</li> <li>legal status around different types of commitment, eg. cohabiting, civil partnership, marriage (RE1, RE3)</li> <li>about sources of support for those in unsafe relationships or situations and how to access them (RE7)</li> </ul>             |
| <p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>dealing with changing friendships in the move to secondary school (RE8, RE9)</li> <li>the ways in which friends support each other (RE7, RE8)</li> <li>common stereotypes and their impact (RE10)</li> <li>about different types of bullying and Cyberbullying (including school policy and procedures) (RE12)</li> <li>the importance of personal identity and respecting everyone's right to their own identity (RE10, RE11, RE15)</li> </ul> | <p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>the characteristics of a healthy relationship (RE8, RE11, RE13, RE26)</li> <li>the skills needed for successful, healthy relationships (RE8)</li> <li>how to start and end relationships (RE8, RE9, RE11)</li> <li>the impact of bullying on individuals (RE12)</li> <li>about gender identity, including transgender and non-binary (RE10, RE11, RE</li> </ul> | <p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>what constitutes sexual harassment, laws and impact (RE10, RE14)</li> <li>what a hate crime is (including misogyny) and laws around this (RE10, RE11, RE12, RE15)</li> <li>how to manage conflict in relationships (RE8, RE9)</li> <li>about different types of domestic abuse, including coercive control (RE7, RE10, RE13, RE24)</li> </ul> |
| <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>laws around sharing of indecent images (RE17, RE18, RE19, RE22)</li> </ul> <p>when to seek help for issues online and how to report material (RE18)</p> <ul style="list-style-type: none"> <li>about the age restrictions on some sites and why these are in place (RE16)</li> <li>about how information is generated, collected and shared online (RE23)</li> <li>where to access trustworthy information online (RE7)</li> </ul>  | <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>laws around accessing pornography and sharing of sexual images (RE17, RE18, RE20, RE21, RE22)</li> </ul> <p>about radicalisation, how to recognise the signs and seek support (RE17, RE19, RE20)</p>  | <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>about how pornography presents a distorted picture of sexual behaviours (RE21)</li> </ul> <p>the potential impact of viewing harmful content online, including on mental health (RE20)</p>  |
| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>what grooming is and how to seek help (RE24, HE8)</li> <li>what Female Genital Mutilation is, laws in this country and how to</li> </ul>  | <p><b>Being safe</b></p> <p>the laws in relation to sexual activity, including consent (RE14, RE24, RE25)</p> <ul style="list-style-type: none"> <li>about laws around and warning</li> </ul>   | <p><b>Being safe</b></p> <p>what honour-based violence is, laws around it and how to get help (RE24)</p> <ul style="list-style-type: none"> <li>laws around consent and how to</li> </ul>   |

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| <p>get help (RE24)</p> <ul style="list-style-type: none"> <li>• about the importance of consent in all relationships (RE2)</li> </ul>  | <p>signs of sexual exploitation (RE8, RE24)</p> <ul style="list-style-type: none"> <li>• about gangs and their impact on individuals, groups and communities (RE24)</li> </ul>  | <p>give and receive consent (RE14, RE24, RE25)</p>   |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about how to express feelings accurately and the support available within school for wellbeing concerns (HE1, HE3)</li> <li>• about the importance of adequate sleep for mental wellbeing (HE5, HE23)</li> </ul> <p>about how being connected with others supports mental wellbeing (HE2)</p> <ul style="list-style-type: none"> <li>• that they can take care of their mental health in the same way as they do their physical health and some ways to do this (HE5, HE6)</li> <li>• to recognise and celebrate their achievements and how this impacts on their self-esteem (HE5)</li> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about common types of mental illness and their symptoms (eg. anxiety and depression) (HE4)</li> <li>• how, when and where to seek help for wellbeing concerns (HE1, HE3)</li> <li>• how to recognise what impacts on mental health, both positively and negatively, including puberty changes (HE5, HE6, HE28)</li> <li>• about mindfulness and other techniques to induce relaxation and calm (HE5)</li> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise the signs of mental illness in themselves and others (HE3)</li> <li>• the role of friends in supporting mental wellness and when it is appropriate to seek other support (HE2, HE3)</li> </ul> <p>how community participation contributes to mental wellbeing (HE6)</p> |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online and how to report or find support if they have been affected (HE8)</li> <li>• how advertising is targeted at people online and in the media (HE7)</li> <li>• managing time spent online (HE8)</li> </ul>  | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• the impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HE7)</li> <li>• the impact of trolling and who can help (HE8)</li> </ul>   | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• how social media can impact on wellbeing, and sources of support (HE8)</li> </ul>   |
| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• about what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HE10)</li> </ul>   | <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• about the different types of physical activity and their impact on the body (HE9, HE10)</li> </ul>   | <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the benefits of physical activity on mental wellbeing (HE5, HE9)</li> </ul>   |
| <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• about the Eatwell plate and recommended guidelines around healthy eating (HE12)</li> <li>• how choices around food can contribute to keeping teeth healthy (HE12)</li> <li>• how different food choices impact on the body (HE12, HE20)</li> </ul>   | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• the range of influences that might impact food choices (including media, peers, cost, etc) (HE12)</li> </ul>  | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• how to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (eg. ‘fad’ diets) (HE12)</li> </ul>  |
| <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HE18)</li> <li>• why people use drugs and what</li> </ul>   | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• about different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HE14)</li> </ul>  | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• how drugs can impact on mental health (HE5, HE13)</li> <li>• how alcohol impacts on decision-making and risk taking (HE13, RE36)</li> </ul>  |

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| <p>the risks might be (HE13)</p> <p>about the safe use of prescription medication, including antibiotics (HE17, HE19)</p>   | <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and the risks associated with them (HE13)</li> <li>the risks of dependency and addiction (HE16)</li> </ul>   | <ul style="list-style-type: none"> <li>• about county-lines and the impact on individuals (HE13, HE14)</li> </ul>   |
| <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• how to maintain good oral hygiene, including dental flossing, healthy eating and regular check-ups at the dentist (HE12, HE20)</li> </ul>  | <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• facts and science about immunisation and vaccination, including HPV vaccine (HE22)</li> </ul>  | <p><b>Health and prevention</b></p>   |
| <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• when and how to seek further help for someone who is injured (HE24)</li> </ul>   | <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• when and how to administer CPR (HE25)</li> <li>• the purpose of defibrillators and when one might be needed (HE26)</li> <li>• how to treat common injuries (HE24)</li> </ul> | <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to put someone in the recovery position and to recognise when this is needed (HE24)</li> </ul> |
| <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• how to manage periods effectively in and out of school (HE27)</li> <li>• how to manage the physical and emotional changes of puberty (HE28)</li> <li>• how to maintain personal hygiene (HE19, HE28)</li> </ul> | <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• how to manage periods effectively, including when to seek additional help (HE27)</li> </ul>   | <p><b>Changing adolescent body</b></p>  |

### RSHE KS4 and Post 16 framework

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| <p>Year 10 pupils have the opportunity to learn:</p>  | <p>Year 11 pupils have the opportunity to learn:</p>  | <p>Year 12, 13 and 14 pupils have the opportunity to learn:</p>   |
| <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• about forced marriage laws, impact and support (RE4, RE24)</li> </ul>   | <p><b>Families and people who care for me</b></p>   | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• about the range of organisations that support people experiencing relationship difficulties and how to access them (RE7, RE9)</li> <li>• being a parent, roles and responsibilities (RE6)</li> <li>• about the benefits of breastfeeding (RE6)</li> <li>• the importance for families of managing money effectively and budgeting (RE6)</li> </ul> |
| <p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>• facts about domestic abuse and how it impacts on individuals, children and families in the short and long-term (RE13, RE24)</li> <li>• about abuse in teen relationships (RE13, RE24)</li> <li>• how to recognise warning signs of abuse in relationships (RE13, RE24)</li> </ul> | <p><b>Respectful relationships (including friendships)</b></p> <p>laws around and the impact of sexual violence, sexual harassment and rape (RE13, RE14, RE24, RE25)</p> <ul style="list-style-type: none"> <li>• about services that support people who have experienced sexual violence, harassment and rape and how to access these (RE7)</li> </ul> | <p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>• legal rights regarding equality in the workplace (RE15)</li> <li>• how to cultivate positive relationships in the workplace, including managing conflict (RE8, RE9, RE11)</li> <li>• about team roles and recognising their own strengths as a team member (RE8, RE9)</li> </ul>  |



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| <ul style="list-style-type: none"> <li>• about sexual exploitation, including grooming (RE13, RE22, RE24, RE25)</li> </ul>  | <ul style="list-style-type: none"> <li>• about gangs, initiation and sexual abuse (RE8, RE11, RE12, RE13, RE14)</li> </ul>   |   |
| <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• how pornography shows an unreal representation of sex and the impact that watching it may have on expectations in relationships (RE21)</li> <li>• ‘Cat-fishing’ and fake identities online (RE16, RE17, RE19)</li> </ul>  | <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• about useful apps and websites that support revision (HE16)</li> </ul>   | <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• basic information about General Data Protection Regulation (GDPR) and what it means in the workplace (RE23)</li> <li>• about dating websites, risks and safety (RE16, RE17, RE19)</li> </ul>  |
| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• facts and laws around stalking and harassment, both on and offline, and where to get help (RE24, HE8)</li> </ul>  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• to recognise the signs of consent in a range of situations (RE8, RE24)</li> </ul>  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• recognising and reporting bullying and harassment in a range of settings, including workplace (RE10, RE11, RE12, RE15, RE19, HE24)</li> </ul>   |
| <p><b>Intimate and sexual relationships incl. sexual health</b></p> <ul style="list-style-type: none"> <li>• about choices around pregnancy, including keeping the baby, adoption, abortion and where to get further help (RE33)</li> <li>• about HIV transmission, prevalence, treatment and living with the illness (RE34, RE35, HE19)</li> <li>• Strategies for identifying, managing and resisting sexual pressure (RE29, RE30)</li> <li>• Skills for discussing contraception with a partner (RE26, RE31)</li> </ul> | <p><b>Intimate and sexual relationships incl. sexual health</b></p> <ul style="list-style-type: none"> <li>• facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women (RE27, RE28)</li> <li>• about the impact of drug, alcohol and substance use on choices around sex (RE36, HE13)</li> </ul>  | <p><b>Intimate and sexual relationships incl. sexual health</b></p> <ul style="list-style-type: none"> <li>• about menopause, symptoms and impact (RE28)</li> <li>• facts around, and impact of, miscarriage (RE32)</li> <li>• healthy pregnancy and how life choices can impact on the growing foetus (RE32)</li> <li>• about support available for those who are having difficulty conceiving (RE28)</li> <li>• the risks associated with a range of different sexual practices (RE27, RE31, RE34, RE35, RE36, HE19)</li> </ul> |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• what stress is, including fight, flight, freeze response (HE3)</li> <li>• helpful strategies to deal with time and stress management (HE5)</li> <li>• about common mental illnesses and their treatment, including medication and talking therapies (HE3, HE4)</li> <li>• Strategies for dealing with the end of relationships (HE1, HE2, HE3, HE5, HE6)</li> </ul>   | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about the impact exam stress may have on mental health and when to seek help (HE5)</li> <li>• helpful techniques to cope with exam stress, including revision techniques (HE5)</li> <li>• about different strategies people use to cope with poor emotional health and which might be more helpful in the long term (HE5)</li> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about how to keep emotionally healthy when living away from home and/or independently (HE2, HE5)</li> <li>• recognising the signs of mental ill health in themselves and others (HE3)</li> <li>• services that can help with emotional wellbeing and mental ill-health (RE7, HE1)</li> </ul>  |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• laws and risks around online gambling, including the accumulation of debt (HE7)</li> </ul>   | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• about how the media and internet often show unrealistic images of people and bodies (HE7)</li> <li>• how to critically analyse</li> </ul>   | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• about how to use social media platforms effectively for career development within appropriate safety boundaries (HE7)</li> </ul>   |

|   |   |  |
|---|---|--|
|   | images and information they receive online (HE7)  |  |
| <b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• About the science relating to blood, organ and stem cell donation (HE11)</li> <li>• how physical activity impacts on emotional wellbeing (HE9, HE5, HE6)</li> </ul>   | <b>Physical health and fitness</b>  | <b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• about cancer and prevention (HE10, HE21)</li> <li>• how to become a blood donor and the benefits for all (HE6, HE11)</li> </ul>  |
| <b>Healthy eating</b> <ul style="list-style-type: none"> <li>• How to plan healthy meals (HE12)</li> </ul>  | <b>Healthy eating</b> <ul style="list-style-type: none"> <li>• about food hygiene rules and why they are important (HE12)</li> </ul>  | <b>Healthy eating</b> <ul style="list-style-type: none"> <li>• how to plan nutritious meals on a budget (HE12)</li> <li>• strategies to make their money go further when purchasing healthy food (eg. buying in season, own brands, etc) (HE12)</li> </ul>                   |
| <b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• about dependency and addiction and the services that can support people experiencing these (HE16)</li> <li>• the long-term health risks associated with smoking and second-hand smoke (HE18)</li> <li>• the different ways that people can use to give up smoking and where these are accessed (HE18)</li> </ul>   | <b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• the impact of drug and substance misuse on individuals, families and communities (HE13)</li> </ul>   | <b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• Strategies for keeping safe at parties and festivals, in particular regarding drugs, substances and alcohol (HE13, HE14)</li> </ul>   |
| <b>Health and prevention</b> <ul style="list-style-type: none"> <li>• the importance of sleep for mental and physical well-being (HE23)</li> <li>• about how phone, internet use and social networking may impact on sleep quality (HE5, HE23)</li> <li>• about self-examination and when to seek help from a professional about changes to their body (HE21)</li> <li>• about antibiotics, how they treat infections and dangers of over-use and mis-use (HE19)</li> </ul> | <b>Health and prevention</b> <ul style="list-style-type: none"> <li>• how to develop and follow a healthy sleep routine, particularly around revision and exams (HE23)</li> <li>• about what supports healthy sleep (HE23)</li> </ul> | <b>Health and prevention</b> <ul style="list-style-type: none"> <li>• to take responsibility for their own health, including health services and how to access</li> <li>• the benefits of self-examination and screening and what is available at what age (HE21)</li> </ul> |
| <b>Basic first aid</b> •<br>the skills to administer CPR and a defibrillator (HE25, HE26)   | <b>Basic first aid</b>  | <b>Basic first aid</b> <ul style="list-style-type: none"> <li>• To recognise the signs that someone may need medical assistance in different scenarios, eg. bars, festivals (HE25)</li> </ul>  |

**Year 10/11 (KS4):** - These pupils are entered for AQA units in various aspects of personal and social development when appropriate and ASDAN.

Pupils continue to be taught Relationships Sex Education across the curriculum in Science, PHSE and R.E.

**6<sup>th</sup> Form:** - Revisit whole topic areas including contraception, sexually transmitted diseases and personal hygiene, according to the student's ability. Accessed in: - ASDAN Towards Independence. Life skills entry 1,2,3.

## **Methodology and Approach**

Staff will decide the most effective methods to use in the classroom for pupils to:

- Acquire factual information.
- Clarify their own thinking, feelings, attitudes and values.
- Develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations.

(See PHSE Association scheme of work and School Long Term Plans).

Some pupils who do not understand appropriate relationships, masturbation and inappropriate touch will be supported through one to one sessions after liaising with parents, carers and external professionals (CAMHs) especially if the pupil who is masturbating is demonstrating an attention seeking behaviour, trying to fulfil a feeling/urge or if they are copying a behaviour they may have seen elsewhere.

Teachers who are not confident in teaching this area are given training and joint teaching sessions with the Co-ordinator.

*Pornography:- All websites, search engines and online platforms which may contain sexual language, images or information are blocked at Sandfield Park to protect our pupils from harm and exploitation.*

## **Methods Used Will Include:**

- Discussions/debates
- Assemblies
- Worksheets
- Problem solving
- Modelling positive attitudes to relationships
- Role play
- Group work
- TV programmes and videos
- Posters
- Use of outside speakers
- The school nurse
- NSPCC pantosaurus
- 

## **Inclusion**

### *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.

### *Students with Special Needs*

We will ensure that all young people receive Relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that Relationship and Sex Education is relevant to them.

### **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the **statutory National Curriculum (i.e. in Science lessons and the Relationships aspect of PSHE)**. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

Matters of confidentiality are dealt with in detail in the Sandfield Park Safeguarding Policy. Additionally, teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

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.

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 Safe Guarding policy.

### **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the PHSE / RSE Co-ordinator to oversee and organise the monitoring and evaluation of PHSE / RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PHSE / RSE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Senior Management Team and PHSE / RSE Co-ordinator.

The Governors, Senior Leaders and PHSE / RSE Co-ordinator is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex 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 Relationship and Sex Education policy, and on support and staff development, training and delivery. At Sandfield Park Governors, Teachers, parents and pupil's views are taken into account during the review of the PHSE and RSE policy.

## **Monitoring Progress and Pupil Achievement**

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

### **There are six main areas of assessment:**

- Discussion with pupil
- Written work
- Observation
- Tests and external examinations
- Unit Accreditation
- Annual Reviews
- Long Term Planning reviews

## **Resources**

The main resources presently on hand is Twinkl and Body Boards. Older pupils have access to interactive whiteboard for guided research. Resources are also available from Liverpool Health Promotion Service.

## **Other Policies and Guidance Which Have Relevance To Relationships and Sex Education**

- Child protection
- Safeguarding
- PHSE
- Equal opportunities
- Religious Education
- Sexual Violence and Harassment between Children in Schools and Colleges

## **Appendix**

### **Traffic Light Guidance and Tool**

## Guidance for using the sexual behaviours traffic light tool

### Introduction

#### A guide to identifying sexual behaviours

This innovative resource is based on the original 'Traffic Light Framework' developed by Family Planning Queensland in Australia and has been adapted for use within the UK. The resource uses a traffic light tool to categorise the sexual behaviours of young people, to help professionals:

- make decisions about safeguarding children and young people
- assess and respond appropriately to sexual behaviour in children and young people
- understand healthy sexual development and distinguish it from harmful behaviour

By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

This resource has been designed to help professionals think through their decisions and does not replace organisational procedures or assessment frameworks.

#### The resource

Using the resource, professionals can learn to identify, assess and respond to sexual behaviour in children and young people in a confident and appropriate manner.

The resource is based on current knowledge and research, and should be used within the context of your own policies, legal frameworks and competencies, and in conjunction with other relevant assessment tools. It is not intended to replace organisational procedures or assessment frameworks, neither does it cover all presenting behaviours.

The behaviours identified in the tool are examples used to show the differences between healthy and unhealthy sexual development. The resource does not aim to define how children and young people should behave, but to show which behaviours are a natural part of growing up and exploring sexuality, and which are problematic and may need intervention or support.

Professionals who work with children and young people have told us they often struggle to identify which sexual behaviours are potentially harmful and which represent healthy sexual development. It is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

By using a standardised normative list we hope to enable professionals across different agencies to use the same criteria when making decisions, thereby creating a unified approach to protecting children and young people.

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

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## Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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## Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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### Useful Websites

[www.womensaid.org.uk](http://www.womensaid.org.uk)

<https://pshe-association.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.twinkl.co.uk/>