

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Implications of an acquired brain injury

“Another common outcome from a frontal lobe injury is lack of awareness. This can make it difficult to analyse one’s own behaviour or to assess other people’s reactions. This complicates the issue of impulsivity, as the person may refuse to acknowledge that they have inappropriate behaviour. They may be unable to understand their own limitations, or the consequences of their actions. A person lacking in insight is also often unable to understand other people’s behaviour or motives, and unable to empathise or imagine how someone else is feeling.” (synapse 2014, The Brian Injury Association of Queensland)

Vision

This policy covers The Surrey Teaching Centre whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

At Surrey Teaching Centre, the Management Committee and Staff strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and that the teaching of how to build good relationships is a natural part of every day school life. We want to help our children and young people develop an understanding of how they can protect themselves, and to give them the confidence on how to communicate ‘no’, to ask for help and support when they need it. We want pupils to have knowledge, skills and understanding to manage conflict and keep themselves and others safe. E-safety is an explicit part of the PSHE curriculum and is covered through the Personal Pathway: personal safety module and whenever the need arises.

Aims

At The Surrey Teaching Centre we believe that Relationships and Sex Education forms an integral part of our Personal Pathways curriculum, and is a key vehicle for promoting equality, inclusion and social justice. Through the RSE curriculum we aim:

- to explore issues of right or wrong and appropriate and inappropriate behaviour within the whole school curriculum
- to help pupils recognise that honesty, tolerance and mutual respect are important in relationships
- teach relationships and sex education in a way which is sensitive to the cultures, beliefs and attitudes of pupils and parents promoting equality of regard and opportunity
- to promote acceptance and engagement with the British values of the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- to include relationships and sex education as part of Personal, Social and Health Education and relevant opportunities will be taken to place relationships education in the context of the whole curriculum

- to support the pupil's next placement in understanding the implications of disinhibited behavior

Statutory Requirements

The DfE requires all schools to teach PSHE; this includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. Pupils with an ABI will often demonstrate particular difficulty in safety awareness and as a result can be more vulnerable learners. At Surrey Teaching Centre we focus on the relationship and safety aspects of the RSE curriculum based on pupils' starting points. Due to the short term nature and context of the placements we cannot cover the whole RSE curriculum, however children and young people will continue their RSE education at their next school. We carry out a baseline assessment activity at the beginning of each new topic which ensures that subsequent learning starts where the pupils are, and is matched to their individual needs and allows progress to be demonstrated or measured. Pupils' reports on discharge highlight their vulnerabilities as an ABI learner and outline which areas of the RSE have been covered.

Definition of RSE

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. Teaching Sex Education is not about the promotion of sexual activity but rather age and stage appropriate preparation for adult life.

Delivery of the Curriculum

All teachers are responsible for teaching about and modelling good relationships within school. Much of the work in school is based on good relationships and in this regard, RSE is supported by the school's safeguarding policies. If there are specific issues or anxieties for the pupils around learning RSE content these will be discussed with the multi-professional team including parents.

In the Surrey Teaching Centre we meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance which are appropriate to our cohort and based on pupils' starting points. All content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

What children and young people learn at Surrey Teaching Centre:

In this school RSE has three main elements, all of which are important for a balanced RSE programme.

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of respect, love and care in caring and respectful relationships
- Exploring, considering and understanding moral dilemmas
- Developing some critical thinking as part of decision-making

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively

- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse and how to communicate 'no'
- Learning about consent
- Learning about intimate and sexual relationships, including sexual health is covered by The Children's Trust Youth Leader for long term secondary students.

3. Online-safety

- Depending on the age and exposure to risks identified in initial personal evaluation, pupils learn key safe behaviour rules, e.g. how to decide what is ok to post, how to avoid getting hacked, e.g. strong passwords and awareness of open wi-fi.
- Online relationships (including cyber bullying and e-safety risks).
- Scenarios are used to discuss bullying situations, behaviour when going out, issues around having to change year group and needing to make new friends, what you should do if you receive offensive messages or images.

Recognition of the implications of disinhibited behaviour

During development, children learn to hold back certain responses and behaviours that are not appropriate for a situation. After a brain injury, the part of the brain that helps a child to control their behaviour may be damaged and the child may say things or behave in ways that are not acceptable. Sometimes children, and particularly adolescents, may behave in ways that seem inappropriate to others. However, a brain injury can make the scale of the problem larger, and it can make it harder for children to realise or understand they may be doing something inappropriate. Behaviour management strategies and support from the psychology team is an integral part of our approach to relationships and sex education.

Personal Pathway	What it looks like in the curriculum
	Individual and alternative methods of communication are considered crucial at Surrey Teaching Centre and where pupils cannot self-advocate teachers observe pupils responses closely and will talk with parents/carers to help us gain an understanding of the pupil's interests and to set appropriate targets for the child or young person.
Personal Profile / 'All About Me'	Aim: To gain an initial understanding about the individual pupil (from the child's viewpoint) – their family, pets, interests, likes and dislikes etc, in order to plan a personalised approach to future sessions. Resilience: nurturing a positive view of self
Personal Goal Setting	Aim: To identify the pupil's perception of their own needs and difficulties. To prioritise areas of difficulty as a target for work. To reflect and give a personal view of which skills are most important to the student. Resilience: nurturing a positive view of self
Belonging / Relationships	Aims: For pupils to recognise that they have other people to support their recovery and that they are not alone. For pupils to know who they can ask for help / talk about their concerns. To identify the people

	<p>in their life who are there for them and the groups they belong to. To be able to communicate about their family and friends. To become familiar with the rehab team and their roles. To become familiar with their peer group in this school setting</p> <p>Resilience: raise emotional resilience and increase self-esteem, develop positive social relationships</p>
Strengths and Qualities (own and those of others)	<p>Aims: For pupils to recognise desirable strengths and qualities in people and to identify some of these in self. To develop a positive self-image. To develop language for expressing strengths and qualities</p> <p>Resilience: nurturing a positive view of self</p>
Personal Safety (inc. internet safety / relationships / health):	<p>Aims: To recognise that we all have a responsibility for our own safety. To learn information that can help when making judgements and choices in relation to keeping safe. To be aware of and practice skills which help you to make new friends or stay friends. To be able to say who would be reliable adults to ask if you feel unsure. To evaluate the technology they use and the potential risks to personal safety. To be able to identify risks to personal safety (including e-safety).</p> <p>Resilience: increasing mental strength</p>
Physical Health and Mental Wellbeing (Body and Mind):	<p>Aim: To develop an understanding that the choices we make impact on our physical and mental health. To recognise that we may need help from others to support our physical or mental health at times during our lives</p> <p>Resilience: increasing mental strength</p>
Goal Review and Planning for Next Steps	<p>Aims: To review previous goals and identify skills needed at school. To recognise and celebrate personal progress. To prioritise ongoing areas of difficulty as a target for returning to school. To take stock of progress so far and reflect on progress and success. To reflect on skills needed for going back to school and give a personal view of those skills which the student views as strong / needing more practice. To reflect and give a personal view of which skills are most important to the student. To develop the language and confidence to express opinions and explain reasons</p> <p>Resilience: nurturing a positive view of self</p>
Reflection on School Visit	<p>Aim: To identify the positive aspects of a school visit and identify any difficulties. Agree possible strategies to overcome difficulties</p> <p>Resilience: increasing mental strength</p>
Moving On	<p>Aim: To reflect on progress and celebrate successes while at STC and embrace the next step for education with enthusiasm and confidence.</p> <p>Resilience: nurturing a positive view of self</p>

Monitoring & Evaluation

We regularly monitor our Personal Pathways scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with teachers and the management

committee on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- evidence from lesson observations
- feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/surveys, small groups or using pupil question boxes.)
- evaluating strengths and areas for development
- monitoring the personal pathway programme

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Right to Withdrawal

Parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

The policy should be read in conjunction with other relevant policies:

<ul style="list-style-type: none">• Personal Pathways• Online Safety• SMSC• Child Protection and Safeguarding• Behaviour• Staff Code of Conduct• Whistleblowing	<ul style="list-style-type: none">• Allegations against staff• Anti-bullying• Health & Safety• Risk Assessment• Recruitment and Selection• Positive Touch• Intimate Care
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Public Sector Equality Duty

Schools are bound by part of the Equality Act 2010 called the Public Sector Equality Duty that places duties on schools to promote disability, gender and race equality. The legal requirement for schools means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Local authority maintained schools in England are obliged to teach relationships and sex education (RSE) from age 11 upwards, and must have regard to the Government's SRE guidance.