

Aspris



Progress
School

Relationship & Sex Education Policy

Impact of Autism

Most of the students at Progress School have a diagnosis of autism which affects the way they interact with the world. Our students are individuals with different abilities, strengths, and interests but they share a common set of impairments in their sensory processing, social understanding and interactions, communication and their ability to think flexibly and solve problems.

In addition to their autism, all students at Progress School have a severe learning disability and challenging behaviours and many have co-morbid conditions including ADHD, epilepsy and mental health conditions.

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Relationship and Sex Education (RSE). The policy draws together National Curriculum guidelines and statutory requirements for all key stages, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development. Also, the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those of different faiths and beliefs.

This policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy has been approved by the Headteacher following consultation with the wider teaching staff and is subject to regular annual reviews.

In teaching RSE, we must have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. The approach and delivery of RSE and Progress School also takes due regard to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000).

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, parents, the Local Authorities and Ofsted. A copy of this policy is made available for all staff within the curriculum policy on the shared drive.

Intent

At Progress School, the aims of Relationship and Sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place.
- Revisit learning around puberty and give pupils an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, confident, resilient and empowered responsible citizens. It will prepare them for adulthood, to live a successful life, to be able to make their own safe, moral decisions after college when the pastoral care is taken away.

Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. They are expected to contribute to the best of their ability, to the life of the school and the community.

This is achieved through a variety of aims, including:

- To ensure that learners will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one of deemed appropriate.
- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- To be able to understand the difference between right and wrong.
- To support learners to make informed choices about health and wellbeing matters, including emotional health and wellbeing and sexual health.
- To inspire learners to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- To understand the concept of consent in a variety of contexts, including in sexual relationships.
- To respect equality and be a productive member of a diverse community.
- For the learner to understand and recognise the risks of negative relationships, including all forms of bullying, abuse, sexual and other violence, including online encounters. How to identify and access appropriate advice and support.
- Staff should also be aware of their general responsibility for safeguarding pupils when using online or digital devices as outlined in the Online Safety Policy and with reference to the non-statutory guidance Teaching Online Safety in Schools June 2019.
- For the learners to recognise how the media TV, newspapers, magazines, celebrities can influence the choices that they may make.

- For the learners to identify and recognise how relationships can change over time.
- To support learners to recognise and manage emotions within a range of relationships.

Implementation

Teachers' planning for the RSE curriculum is informed by schemes of work and the National Curriculum. The subject of RSE is allocated, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through the personalised curriculums.

Staff have internal meetings throughout the year to support planning for the RSE curriculum. This is directed by the subject lead. Additionally, individual meetings can also be arranged for with the subject lead for any colleague support and development.

Sessions can be taught on a pupil led basis or by being divided into clearly defined sections.

- The first section, the introduction, is teacher directed and includes practising skills and focusing on the skills that will be required in the main teaching activity.
- The main teaching activity includes teacher directed activities where the teacher may introduce a new topic or consolidate previous work. Within this section, pupils are given the opportunity to use and apply existing concepts and skills through a group activity or individual work. This work is relevant and age appropriate to the pupils. Work is adapted for each pupil to match their ability level by varying resources, activities or teaching approach.
- The final section of the lesson consolidates the content of the lesson through individual or group activities. It is also used to assess pupil's knowledge and understanding.

Approaches to teaching RSE

In key stages 1 and 2 relationships education focuses on teaching fundamental building blocks and characteristics of positive and meaningful relationships, coverage includes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 3 Relationships education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 4 Relationships and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

We also implement the PSHE Association Planning framework ~~as well as Fiona Speirs Autism specific PSHE Curriculum.~~

These areas of learning are taught within the context of family life, taking great care to ensure that there is no stigmatisation of children based on their home circumstances. Acknowledgement that families can include single-parent families, lesbian, gay, bisexual or transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).



The approach to the Relationship and Sex Education (RSE) at Progress School allows learners to find out more about the emotional, social and physical aspects of

growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way in line with their cognitive ability. It offers learners essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. All aspects are taught as part of the PSHE planned programme of study- within our Personal Development Curriculum. Additional support is available from the Multi-Disciplinary Team for those learners identified as requiring 1-1 or small group support in specific areas.

The Relationship and Sex Education curriculum is monitored by the Headteacher and the teaching team.

At Progress School it is acknowledged that parents have the 'right to withdraw' their child from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this, subject to mental capacity assessments.

Due to the significant needs of our pupils the proposed RSE curriculum for each pupil will be discussed with their parents during their EHCP or other school-based meetings. This will ensure that families have a clear understanding of what is being taught and any concerns they may have.

Physical health and mental health well-being

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Where appropriate , in key stages 1 and 2 pupils at Progress School will have access to:

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

In key stages 3 and 4 pupils at Progress School will have access to:

Cross-Curricular Links

As part of our Personal Development Curriculum the subject of RSE is allocated, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For all our learners, the breadth and balance of the curriculum is addressed through the personalised curriculums.

- **Literacy:** (eg Discussions, sharing own experiences. Recording information for external accreditation. Using label(s).
- **Numeracy** (eg Counting days in a menstrual cycle. Age-related numbers linked to the law, sequence stages of development).
- **Vocational Education** (eg The different relationships within a work environment).
- **Science** (eg Life cycles, puberty, stages of pregnancy)
- **Computing** (eg Online reinforcement through the use of the internet, social media, YouTube etc).

Differentiation and Adaptation

All of our pupils have an EHCP and cater for pupils from 6-19. Pupils will work at appropriate levels for their ability, progression will be broken down to achievable steps and carefully planned to reinforce learning. Wherever it is in their best interest work will be individualised and may be delivered out of the Key Stage if this is deemed necessary.

To enable the staff at Progress School to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for RSE have been differentiated into broad descriptions of learners:

- Engagement Steps
- Early steps
- Progression Steps
- Skills 4 life

Using this personal approach, teachers can devise activities in all areas of RSE, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives.

At Progress School, the non-statutory / statutory guidance identified in the National Curriculum Programmes of Study for RSE has been adapted to ensure that coverage is appropriate for the needs of all learners.

Planning

Curriculum planning is carried out in three phases on agreed planning formats,.

Planning is individual and includes, EHCP links, therapy programmes, NC links and BSquared targets.

Schemes of work

Schemes of work for Relationship & Sex Education can be found on the school drive, under Curriculum – RSE . The scheme of works intends to support implementation of RSE with clear achievable goals to enable progression, continuity, and subject coverage throughout the school.

Impact

Introduction – Monitoring Learner Progress and Achievement

At Progress School we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on B²
- The monitoring and evaluation of EHCP targets, personalised curriculums and individual objects, target planning and recording

In addition, summative information can be found through:

- The Annual Review of a pupil's Education, Health and Care Plan
- Show Progress

Additional supporting comments can be gathered through:

- Regular parents' meetings, emails and calls
- Comments and input from parents and other professionals

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by AFL and teacher observation is carried out and recorded on B-Squared (B²) and Show Progress.

Some evidence of pupil's work is kept as a record. Photographs of displays, tasks, completed work and video clips are retained as evidence of curriculum areas and concepts undertaken.

Subject Development and Resources

Each Pathway has a selection of RSE resources to cover most topics.

Further resources include:

- Pupils own experiences
- Experiences of those people known to them
- Experiences of visitors
- local environment and beyond

Health and Safety

The Subject Leader for RSE has a general responsibility for the application of the Schools Safety Policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department / area of work.

All employees working within the subject area and / or phase room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions whilst at work.

To be read in conjunction with ;

**The Curriculum Policy
The Personal Development Policy.**

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Policy approved Staff: C. Vaughan

Reviewed:

July 2024 C. [Vaughan](#)

[July 2025](#) C. Vaughan