

**MANDEVILLE SCHOOL RELATIONSHIP AND SEX EDUCATION (RSE) POLICY
(Relationships and Body Awareness)**

Subject leader: Catherine Fulcher

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Definition and legal requirements:

In its Sex and Relationships Education guidance in 2000 and Sex and Relationships Education for the 21st Century, the DfE states that 'Mainstream schools and special schools have a duty to ensure that children with SEN are properly included in RSE. RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'. It is compulsory for all schools to teach about the biological aspects of sex education.

Currently, much of RSE is not statutory, but government recommendations include the inclusion of an RSE programme in primary which is tailored to the age, physical and emotional maturity of children and that children should know about puberty before it happens.

PRINCIPLES

Mandeville school has an extremely diverse range of needs among its pupils, including a broad ethnic population and these factors can present challenges in relation to SRE. Our pupils have the right to information about themselves and others. They have wishes and needs to make appropriate and responsible relationships and to develop assertion and safe keeping skills, with adults playing a crucial role in protecting them. They should also have opportunities to develop their awareness and understanding of the benefits of a healthy lifestyle.

Aims

- To encourage and develop self advocacy
- To encourage and develop self awareness and awareness of others
- To enhance safety and provide protection from abuse
- To promote positive relationships
- To provide access to information

Please also see Mandeville PSHE and Citizenship, Drug Education, Child Protection, Behaviour and discipline and the prevention of bullying, Equal Opportunities, RE, Science and Foundation policies.

PRACTICE

Curriculum Delivery

SRE will mainly be delivered through the Mandeville PHSE and Citizenship curriculum, however, the Life Processes and Living Things section of the Equals Science curriculum will also support the delivery of the subject, for example at Key Stage 1, where appropriate, pupils will explore how people grow and develop into adults.

At the Foundation stage through the Personal, Social and Emotional Development area of the curriculum pupils will work on developing an understanding and awareness of themselves and others, this includes developing their senses, body awareness, developing relationships and early social skills

At Key Stage 1 pupils will continue to work on developing their awareness of themselves and others, including awareness through the senses. They will also work towards developing an awareness of their own gender, the child/adult role and behaviour, privacy, sharing and turn taking, preference and choice and being part of a group.

At Key Stage 2 pupils will work towards developing their knowledge of and use of the senses and recognition of body parts. They will explore likes and dislikes, develop awareness of gender differences and of how living things grow and change. They will work towards developing an awareness of the importance of family and friends and will work on developing co-operative skills.

In years 5 and 6 at Mandeville school, pupils will work towards developing their understanding of public and private body parts and places, appropriate greetings, issues relating to growing up, including body changes in puberty, personal hygiene. Pupils will also work to further develop their awareness of feelings and emotions and their ability to make choices. This includes saying 'No!'

Pupils will be grouped according to their individual needs and ability. RSE can occur in a whole group, small group or one to one teaching situation.

In years 5 and 6 pupils are taught in gender groups and grouped according to developmental needs.

RSE for all stages will be planned and delivered by class staff with support from the PHSE co-ordinator.

Class staff may also seek advice and support from the physiotherapist, occupational therapist, clinical psychologist, nurse and social worker where necessary.

Resources

We have several PSHE resource boxes, which contain activity packs and objects including anatomically correct dolls, photographs, resource packs and videos that are appropriate for teaching RSE. There is also a good selection of teacher resource books which contain ideas for activities and resources as well as relevant Science resource boxes. We also have resource managers who are able to develop individual and group resources for pupils specific needs where necessary.

We may also request help from outside agencies such as Image in Action and the Ealing Health Improvement Team.

Assessment and Recording

Assessment and recording in RSE within PHSE is an on-going process through the use of routes for learning, Mandeville Curriculum for PSHE and Self Help, B squared, Intended Learning Outcomes relating to the schemes of work in PHSE and Science, which are differentiated to meet the needs of all pupils every term and these are revised when necessary. An individual target is set if deemed appropriate for the pupils on their Individual Education Plan and this is continually assessed, recorded again and revised when necessary. Children will also have Behaviour Support Plans when necessary which are also continually updated.

Results are recorded through pupil progress meetings and end of year P scales and reported to parents through the annual review. In close liaison with the assessment co-ordinator data is collected and evaluated and we are able to track pupil progress over time.

Monitoring and Evaluation

Class teachers monitor pupils responses and progress through the relevant assessment tools and evaluating on IEP's and pupil progress records and post-it notes of significant progress. A report is given to the Governing Body each term.

Development and Training

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management and support staff appraisal cycles. These processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation, learning walks and working alongside colleagues are also very useful tools in training and development. Attendance at external courses and research through the internet or literature in books or journals on the part of the PSHE and ASC and PMLD/SLD coordinators is instrumental in developing the subject as a whole at Mandeville.

Parents

Parents are the key people:

- Teaching their children about relationships and sex education (body awareness).
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need support in their role as sex and relationship educators. At Mandeville we work in partnership with parents. Regular parents evenings and the Mandeville website give parents the opportunity to have access to the content of the RSE policy and curriculum and it also allows us to gain access to their view and opinions on the subject.

Parents have the right to information about the content of the school RSE policy and the right to withdraw their children from all or part of the RSE provided by Mandeville school except for those parts included in the statutory National Curriculum.

