

## **TUKE SCHOOL**

### **RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

#### **What the government says:**

*From September 2020 Relationships and Sex Education (RSE) will be compulsory for all pupils receiving secondary education. Parents have the right to request to the head teacher that their child be withdrawn from some or all of sex education delivered as part of statutory RSE*

*All schools must have in place a written policy for RSE and schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. The key content areas of the new guidelines are:*

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

#### **Why do we teach RSE at Tuke?**

At Tuke our primary purpose is to equip students for a successful and happy adult life where they can make informed and independent choices about their well-being, health and social relationships. In RSE students will be supported to become self-aware and conscious of the types of relationships available to them as they get older

At Tuke School we provide an adapted RSE curriculum which aims to give students an understanding of their body, their identity, and how they can relate to other people in a social and potentially intimate context.

#### **When and who will we teach RSE to?**

RSE will be taught to all students. Delivery of RSE across the curriculum will be appropriate and personalised for the student's skills, knowledge and understanding.

The curriculum offer is designed so that students access different aspects through an annual cycle as part of an existing PSHE curriculum.

For some students, groupings of a similar ability will be appropriate so that they are able to communicate their ideas, thoughts and feelings in a clear and consistent way.

Discreet session can be taught on a more regular basis and subject focus visited in greater depth or according to the needs of the group. These decisions are based on individual needs.

#### **How is it monitored and evaluated?**

Each student will have learning intentions derived from the EHCP as well as a general assessment of how they understand the subject content. This is evaluated on a weekly basis.

### **Who teaches RSE?**

It is intended that teaching the differentiated RSE curriculum across the school will be the responsibility of all teachers. One senior leader, who has experience of teaching RSE will be available to provide support and guidance.

### **How do we keep students safe?**

Where necessary staff are given training and support in dealing with sensitive issues that are part of RSE. Staff should feel confident in managing their own responses to RSE materials as well as showing empathy and sensitivity towards students. Teaching is appropriate to the developmental need and age of the students and is taught in small groups of mixed gender. Tuke Staff understand that the RSE environment is one which has a heightened requirement for trust, privacy and confidentiality. RSE teaching is informed and validated by parents, carers and governors.

### **What do parents think?**

An online RSE survey (April 2021) was sent to all parents and carers, and those who took part joined a virtual meeting (5<sup>th</sup> May 2021) to discuss aspects of the RSE policy and related issues. The general theme which emerged was that parents and carers were concerned about *levels of meaning* in an RSE curriculum and *appropriateness* in terms of teaching and delivery. Parents and carers wanted to make sure the RSE curriculum was adapted to meet the *different needs* of all students including those with PMLD.

### **How do we respond to parental concerns?**

By designing a curriculum which has *differentiation* at its heart which meets the individual emotional and intellectual need of each student. The content of the lessons must have a *real world connection* which supports the student today as well as preparing them for the future, so activities will be concrete, meaningful and rooted in positive interpersonal relationships. The curriculum needs to be broad enough to meet the needs of a very wide range of students which will include those with complex sensory and medical needs, for example, students with PMLD, a sensory based curriculum would be implemented with a focus on experiencing positive social interactions and the development of self-awareness and awareness of others. For the more able students, learning about the human body, life cycles and human relationships will be appropriate but tempered to the needs of individual. At all times, the curriculum has to acknowledge that the student has a right to learning about these topics but that it is supported by well-measured content and an experienced level of personal support.

### **The right to excuse your child from RSE.**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However a child will also have a right to opt *into* sex education from their 15th birthday (specifically three academic terms before they turn 16)

Before granting any such request parents or carers will need to meet with the Head teacher (and where appropriate, with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head will discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Tuke School will document this process to ensure a record is kept.

*If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful RSE education during the period of withdrawal.*

(There is no right to withdraw a child from Relationships and Sex Education if it is taught within the Science curriculum).

**JUNE 2021.**