



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text. Adequate prior notice would be required through the school office.

Accessibility to premises

To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members

Relationships and Sex Education Policy

Date of original policy	September 2014
Original school author	Emily Mainwaring
Review date and SLT initial	May 2025
Next review date	May 2028
Date approved and signed in governing body meeting	N/A
Signed Chair of Governors N/A	Signed Head teacher

Rationale and ethos

This policy covers our school's approach to Relationships and Sex education. It was produced by Charlotte Almond in consultation with Cindy O'Sullivan and the governors.

RSE stands for 'relationship and sex education' it provides education around relationships, health and sex. It promotes understanding and teaches skills around

families, respectful relationships, online and media skills, being safe, intimate and sexual relationships et al.

We believe that 'relationships and sex education' is essential for our pupils so that they are able to be safe and happy. In the future our pupils should have the opportunity to form healthy positive and loving relationships.

We view the partnership of home and school as vital in providing consistency and a safe environment where pupils can ask questions and learn without judgement.

At Gosden House the overarching aim for our pupils in terms of their RSE is to have the skills to create a happy and healthy adult life.

The intended outcomes of our programme are that pupils will:

- Know and understand what a healthy relationship is
- Understand they have a right to have control over their own body and actions
- Develop the skills to be able to make informed decisions about their own wellbeing
- Understand how to ask for help if they need it

As a school we agree that "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." *statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Updated (9th July 2020).*

We ensure that RSE fosters gender equality and LGBT+ equality by challenging all forms of abuse and discrimination. Our programme reflects and celebrates a diversity of cultures, faiths and family types. It supports our Gosden pupils to be their unique and authentic selves.

Roles and responsibilities

The RSE programme will be led by Charlotte Almond (PSHE Lead). It will be taught by all class teachers from Reception – Year 11 as either relationships education (primary) or relationship and sex education (secondary). It will be supported by the role of teaching assistants as well as external agencies supporting the subject such as the local police and the generation girls and generation guys group.

Statutory regulations and guidance

We are required to teach relationships education as part of the national curriculum compulsory subject as part of our PSHE curriculum. The Department for Education states that Relationship and Sex Education has been a compulsory part of the

curriculum from September 2020. "All Schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools)" *DfE, Guidance Relationships and sex education (RSE) and health education (published June 2019).*

Curriculum design

The curriculum at Gosden House including RSE (Relationship and Sex Education) and PSHE (Personal, Social, Health and Economic Education) is built around key 'life tools' that we believe our pupils need in their 'Toolboxes' to prepare them to lead fulfilling and productive lives now and in the future.

The school's RSE curriculum is also guided by the PSHE Association's Programme of Study (PoS). This policy is to be read in conjunction with the school's PSHE, SMSC and Relational Support Policy, Careers & Qualifications Guidance and the Primary & Secondary Toolkit (which are available on the school website).

RSE and PSHE are delivered through a Spiral Curriculum approach which gradually introduces new and more challenging learning within our three core themes, whilst building on what has gone before, which reflect and meets the personal developmental needs of our learners.

Attached in Appendix A is our whole school coverage contained in our curriculum intent document and LTP. See these for more detail on aspects taught.

Our RSE programme will be taught through a range of teaching methods and interactive activities such as role play, games, discussion as well as engagement from guest teachers and speakers. A range of high-quality resources such as books and film clips will be used to support our provision of RSE and will be reviewed regularly by PSHE leads, teachers and members of the governing body. We also have an RSE resource guide that is shared with parents outlining resources we feel are quality linked to each area of the curriculum. Appendix B.

We will ensure RSE is matched to the needs of our pupils by planning appropriately differentiated lessons, giving individualised support to students, using visual resources to aid understanding and giving opportunity for additional 1:1 questioning and support.

Safe and effective practice

We will ensure a safe learning environment by ensuring teachers have strong professional relationships with students, students feel that they can comfortably ask questions and discuss their learning with teachers and teaching staff (TAs). Teachers and pupils will agree ground rules (i.e. not to laugh at one another, there are no "wrong" questions) when teaching RSE so that there is an inclusive and compassionate learning environment in each classroom. Distancing techniques such as anonymous question boxes, use of drama and role play will be used so that

topics covered are distanced from individual students and their personal experiences. Pupils questions will be answered in a compassionate and factual way ensuring that if there are sensitive issues pupils have a chance to speak to adults (always more than one adult present) separately from a larger group of pupils. All teaching staff will be supported by the PSHE leads who will share staff guidance with them, talk through planning together as a team and provide resources where needed. They will also be supported by DSL where appropriate.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this were to occur teachers would follow our safeguarding policy and consult with the designated safeguarding lead and in their absence their deputy to report the disclosure as well as recording the disclosure on our CPOMS programme.

Visitors or external agencies which support the delivery of RSE will be required to have a complete DBS check prior to being invited into school to work with pupils.

Engaging stakeholders

Parents will be informed about the policy through a letter home. The policy will be available to parents on our school website. We will notify parents when Relationships and Sex education will be taught by sending a letter home to each class a few weeks in advance of RSE being taught in that year group, detailing the coverage, how it will be taught and how to contact the class teacher and PSHE leads to discuss any questions they may have.

As part of our whole school approach to RSE, parent information sessions and opportunities for parents to view the materials and resources will be used inviting parents in to their child's class to learn about coverage and resource materials used.

Parents/carers have the right to withdraw their child from RSE content that is not part of statutory national curriculum Science, however we would encourage parents to discuss this and possible different options with teachers before doing so. Children who are due to turn 16 in 3 half terms have the right to request that they continue to have RSE.

If a parent/carer requests that their child be removed from relationships and sex education, we will invite them to school for a discussion with their class teacher and PSHE leads around any concerns they have and provide support by sharing resources with them and discussing how they can support their child with RSE learning at home.

Governors will be informed of the RSE policy and curriculum through letter or email. They will then be invited to view the curriculum and resources used at a governors meeting where they will be invited to ask questions and give insight.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils, this will be completed through discussion with pupils and an annual survey about their learning.

Monitoring, reporting and evaluating

Teachers will critically reflect on their work delivering RSE through self-reflection of lessons and teaching methods. They will have the opportunity to invite PSHE leads to support them through team teaching, collaborative planning or supportive observations of lessons should they feel this would benefit them.

RSE lessons will also be observed by PSHE lead or SLT and a professional and supportive discussion with teaching staff about strengths shown and how teaching could possibly be developed further.

Teachers will evaluate pupil progress using bsquared to show how learning has evolved in this area of PSHE and to use as a tool for teachers to evaluate where gaps may lie and inform their future planning.

Pupils will have an opportunity to review and reflect on their learning during lessons through use of discussion and plenaries. Pupil voice will be influential in amending planned learning activities through use of evaluation of content through pupil questionnaires and discussions.