

Relationships & Sex Education Policy (Special)

Lime Trust 2025



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Date of Policy: January 2025

Date of Renewal: January 2028

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.

Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.

Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.

Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.

Enjoyment is feeling happy, safe and motivated to make a positive contribution.

Communication provides a voice for all, creating a shared understanding through dialogue.

Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.



Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

Equality Impact Assessment

The school aims to design and implement practices, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.

Relationship and Sex Education school ethos

The school believes that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the learners' ability to lead their lives safely, responsibly and make informed decisions.

A successful programme embedded in the Personal, Social, Moral and Health Education (PSHE) Curriculum will help learners respect themselves and others as they develop from children, through adolescence into adulthood. Relationship and Sex Education supports learners in their physical, social and moral development.

We want all of our children to be as fully equipped as possible for leading confident, healthy lives with maximum independence. We recognise that our learner's learning difficulties increase their vulnerability to the possibility of exploitation and abuse. The school values the partnership of parents and carers in providing the best education for our learners. We will not promote sexual activities

Aims

- To provide knowledge and information to which all learners are entitled
- To clarify/reinforce knowledge the learners have already acquired
- To raise learners' self-esteem and confidence, especially in their relationships with others
- To help learners understand and cope with their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop their communication skills to ask for help
- To develop skills of language, decision making, choice, assertiveness, which are necessary in a range of situations where sexual behaviour could be a focus
- To promote acceptable and appropriate behaviour in public and private situations
- To give opportunity to develop strategies which reduce the risk of harm to the individual or might be caused by the individual
- To help learners minimise any possibility of the risk of exploitation, misunderstanding and abuse
- To provide the confidence for them to be a responsible member of society
- To provide access to further information and facilities

Sex education in the curriculum

We intend that all learners shall take part in a suitably differentiated programme of Relationship and Sex Education and personal development at a level which is commensurate with their age and physical development.

Relationship and Sex Education is taught through a rolling programme of concepts that are taught



across all key stages. In the semi and pre formal pathways it will be integrated into the whole curriculum; not taught separately. Areas covered will include:

- Self-awareness - Who am I? What can I do?
- Identifying and naming body parts;
- Gender
- Family and friends
- Skills: choosing, making decisions, saying yes and no;
- Growing and changing

In the more formal classes, the areas above will continue to be reinforced, and other areas will be added as appropriate, such as:

- What is meant by the term 'relationship'
- Preparation and impact of puberty
- Sex organs; identification and correct names
- Body changes, growing up, puberty, including personality / mood swings, etc.
- Masturbation
- Privacy, dignity and respect, appropriate public and private behaviour
- Skills: choosing, decision making, assertiveness, including body language, dress, touch
- Menstruation: coping with changes and self-help skills
- Friendships
- Sexual relationships
- Safer sex
- Sexually transmitted diseases, including HIV
- Pregnancy, birth and contraception
- To promote recognition of aspects of sexual behaviour that falls within the jurisdiction of the law.

N.B. The biological elements of Relationship and Sex Education, including naming body parts, puberty and human development are part of the National Curriculum Science programme.

There may be times when learners outside of their pathway may be taught about various aspects within the RSE programme, but this will be in accordance learner's understanding of the terminology being used. Teachers will deliver the curriculum without being influenced by their own values and beliefs.

Teachers will:

- Establish ground rules appropriate to their class with learners
- Use distancing techniques to depersonalise situations
- Use their practitioner knowledge of learner's areas of need to further develop their understanding of Relationship and Sex Education.
- Know how to deal with unexpected questions or comments from the learners e.g. admitting that they don't know the answer and will endeavour to find out. Telling the learner, they will discuss an issue after the main session if appropriate.
- Use discussion to reinforce understanding of concepts and ensure all learners are able to access through use of relevant related resources
- Know when there are signs that there may be child protection issues being disclosed and refer on the same day to the Designated Child Protection Officer

Resources

The most valuable resource in the education of our learners is to be found in the understanding,



experience, skills and creativity of our staff, teaching assistants and teachers. On occasion specific resources will be employed such as models, presentations, symbols or videos which will be used to reinforce learners understanding of key concepts.

Outside professionals

A copy of this policy will be made available to any outside professional who is involved in anyway with sex education. If any questions arise from consulting the document first representation should be made to the Headteacher.

Partnerships with Parents/Carers

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education and sexual matters. Parents/carers will receive a letter before any sessions take place, giving them information on what the school proposes to teach and offering an opportunity to preview the teaching and learning materials. Parents/carers can then decide to withdraw their child completely or from elements of the materials or learning activities if they wish. Parents/carers will be invited every academic year to attend training courses to ensure they are fully aware of the content being discussed and taught with the RSE programme.

Right to be excused from Sex Education

- Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education but not as part of science. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes
- We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group)
- We will offer support to parents/carers who wish to deliver Sex Education at home
- If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal
- The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child

Development of the Policy

This policy has been developed in consultation with pupils, staff, parents/carers and Trustees. The consultation period followed the provision of information about the duties and statutory elements which must be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, parents/carers and Trustees about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views on the curriculum offer, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.



DfE – Statutory Guidance for SEND pupils

We provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 · Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Under DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education (p.15, 2019): Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Implementation

Relationship and Sex Education will occur during lessons timetabled in the pre formal and semi formal pathways and through discrete or cross curricular lessons for our more formal learners. Very occasionally, particular teaching sessions might be arranged in addition to the above, perhaps in contexts where outside professionals are involved, e.g. the school nurse.

Inclusion

No learner will be excluded from the above because of any particular special educational need. Themes will be differentiated to a level that is accessible and relevant to each learner's stage of development, understanding and individual need. On occasion, it might be the case that particular resources are utilised in order to ensure best possible access to Relationship and Sex Education for all learners.

Safeguarding

Relationship and Sex Education will be delivered in carefully planned lessons and in an appropriate context. Matters and issues which are raised by learners in lessons will be addressed with respect, sensitivity and confidentiality EXCEPT where a disclosure of possible abuse occurs, in which case the established child protection procedure will be put into action.

Spiritual, moral, social and cultural development

Relationship and Sex Education will be taught in the context of the development of positive, caring adult relationships and will explore; issues of commitment; personal choices and consequences on self and others; emotions and feelings, future aspirations and life stages.

Assessment, recording and reporting

Individual progress in Relationship and Sex Education will be assessed in accordance with the school internal assessment systems and the results used to plan or develop medium term planning and to inform reports to parents.

Monitoring and review

The management of Relationship and Sex Education is the responsibility of the Headteacher who will make arrangements for monitoring the implementation of this policy. The Trustees will monitor the delivery of Relationship and Sex Education and review the success of this Policy in conjunction with the PSHE Policy.

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