

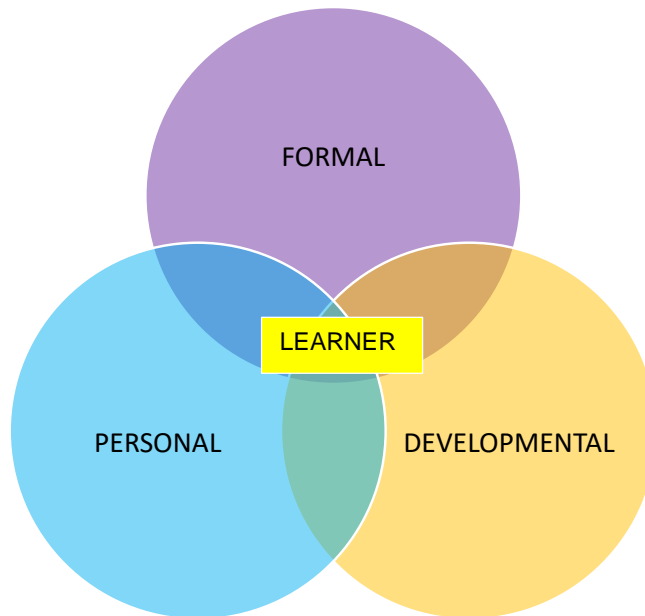


Tuition, Medical and Behaviour Support Service

Relationships and Sex Education Policy

Adopted:	September 2023
Next Review:	September 2024
Responsibility:	Georgina Themeras

The TMBSS curriculum can be represented by the model below:



Formal Curriculum refers to the age appropriate broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum, influenced by accreditation requirements.

Developmental Curriculum refers to a developmentally sequenced, small steps curriculum which underpins the formal curriculum and tracks concepts back to the child's individual level of cognition.

Personal Curriculum refers to all of the therapeutic and supportive elements required to promote independence and ensure that the child is available for learning.

Balance across the 3 elements of the curriculum ensures that learners leave TMBSS WORLD READY

Detail of key TMBSS challenges to achievement	
Challenge number	Detail of challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These pupils need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many pupils are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Subject specific curriculum implementations to address challenges		
Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
Planned reading intervention on basis of needs of individual pupils	Many arrive with reading ages lower than chronological and have limited engagement with reading. The service is determined that every pupil will learn to read, regardless of their background, needs or abilities. Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers). In PSHE, students complete a guided reading session every half term. This is to ensure students have access to a wide variety of subject specific texts.	1,2,3,5,7,10
All subject specific planning follows a formulaic sequence of learning but these often follow spiral or cyclical pathways to adapt to the changing student cohort	Students are able to access the most important knowledge or concepts that they need to know and focus on these.	1,2,3,5,10
Each Centre will deliver the set scheme of work that will be differentiated to meet the needs of individual students. This approach is used so that there is consistency in the teaching of RSE across all Secondary Centres.	Students start TMBSS at different times and stages of ability both academically and emotionally. Lessons are differentiated so that work is accessible to all students.	1, 2, 3,6
Due to the nature of TMBSS education setting Key Stage Three pupils have a placement that is reviewed over a period of time before moving onto a new provision. Within this	Key topics are chosen which have been developed by both staff training and pupil voice. This is to ensure that they create a well-rounded curriculum which is also relevant to current issues our students face.	1,2,3,6,10

time frame TMBSS have chosen Key PSHE and RSE topics to cover in an academic year to bridge pupils PSHE lessons.	This will ensure that students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.	
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<p>We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from pupils will be managed following our school's safeguarding and child protection policy.</p>	<p>Students are signposted to support networks at the end of each lesson. Student discussions are encouraged and staff are well equipped and trained to manage safeguarding disclosures.</p>	<p>5,7, 9, 10</p>
<p>All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns.</p>	<p>Many of our students are in crisis when they start at TMBSS. Staff have had extensive training to enable them to safely manage any disclosures. PSHE covers many challenging topics and staff are equipped to manage any disclosures which may arise from these lessons.</p>	<p>7,8,9,10,11,12</p>
<p>Key Stage Three lessons assessment is formed in a baseline and formative assessment at the end of each topic. At Key Stage Four pupils complete a prior knowledge sheet that is revisited at the end of the topic to show progress and assessment.</p>	<p>Due to the nature of our service and that students start at different times in the academic year. Students in PSHE will complete a baseline assessment at the beginning of each topic. This enables staff to differentiate the work so that it's accessible and students are able to make progress.</p>	<p>1,2,3,4</p>
<p>The aim of Relationships and Sex Education (RSE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.</p>	<p>RSE curriculum ensures children and learners are taught how to recognise risk and know where to go for help when they need it. This equips students with relevant knowledge of RSE and PSHE so that they are 'world ready'.</p>	<p>7,8,9,10,11,12</p>

The delivery of Relationships and Sex Education at TMBSS is part of a timetabled PHSE programme for both Key Stage Three and Four. The PSHE lessons at TMBSS's secondary are timetabled 1 lesson a week.	Having regular timetabled lessons, with the same member of staff teaching, enables both students and staff to build positive relationships and continuity. Where trust is created, students are more able to discuss challenging or sensitive issues around RSE. This enables a whole school approach to RSE and PSHE where health education is as important as the core subjects.	1,2,3,4,5,6,7,8,9,10,11,12
Enrichment activities are considered essential to academic success and social and emotional development and are given high priority.	Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life. PSHE is incorporated into the majority of enrichment activities, through relationship building, developing communications and social skills.	4,5,6,7,8,10,11,12

Context

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education'

Relationships Education, Relationships and Sex Education (RSE) and Health Education-
Department of Education June 2019.

In accordance with the Department of Education recommendations Relationships Education, Relationships and Sex Education (RSE) and Health Education at Tuition, Medical and Behaviour Support Service is regarded as a positive opportunity for students to understand and to be in control of their development and sexuality. We refer to Relationship and Sex Education (RSE) to centralise our emphasis upon relationships.

The policy has been updated by the Service Senior Leadership Team and PSHE Coordinator considering views from students, parents/cares, staff and governors, with advice from Shropshire Public Health Curriculum Advisor.

This policy is a working document which provides guidance and information on all aspects of RSE in the Service for staff, parents/carers and governors. The document and the RSE scheme of work overview is available on the Service website. It is updated every year.

Policy Statement

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

In our TMBSS primary centres (PSHE and RSE Primary Policy) RSE lessons provide key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

In our secondary centres, teaching will build on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables students to make responsible and informed decisions about their health and well-being.

This policy adheres to and is consistent with the 1996 Education Act. Which states that all secondary schools are required to provide an RSE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfEE Relationships and Sex Education Guidance (2000) support this legislation and suggest that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. The 2014 supplementary guidance produced by the PSHE Association, Brook and Sex Education Forum and supported by the DfE recommends that issues such as consent, sexual exploitation, sexting and pornography are addressed in an age appropriate way.

Other related policies and documents include:

PSHE Policy, Child on Child Abuse Policy, Sexual Harassment Policy, Health Fitness and Wellbeing Policy, Food Technology Policy, Science Policy, Humanities Policy, Child Protection Policy, Equality Policy, SMSC Policy, E-safety Policy, GDPR Policy, Mobile Phone Policy, Preventing Extremism and Radicalisation Policy, Safeguarding and Child Protection Policy, Keeping Children safe in Education, ICT Policy, Behaviour Policy, Marking and feedback policy, SEND Policy, Careers policy and Teaching and Learning Policy.

Aims and Objectives

In addition to the Service's aims, the policy will include the principles that all students are entitled to responsible and relevant sex education as a key element of PSHE. Relationship and Sex education is provided in a way that encourages students to consider morals and the value of family life.

Aims

- To promote understanding of sexual attitudes and behaviour;
- To assist the development of informed, reasoned and responsible decisions;
- To help develop self-esteem and self-confidence in pupils as a foundation for responsible and caring relationships;
- To assist a positive and confident attitude about the physical, emotional and moral aspects of sexual maturity;
- To promote the understanding that relationships formed on the internet and social media sites have very different characteristics and can be more extreme or exaggerated.

Objectives

- To increase knowledge and understanding of personal relationships; risks and responsibilities, forms of contraception and STIs
- To encourage inclusion of moral/family values, religious values, gender roles and stereotyping;
- To provide opportunities for students to examine their own and others' attitudes towards sexual activity and related issues;
- To promote an awareness of peer pressure and encourage the development of assertiveness and confidence to cope with peer pressure;
- To develop other personal skills; listening, communication, empathy, consideration, self-esteem;
- To raise awareness of sources of help and to develop the skills to use them;
- To promote a partnership with parents.

Moral and Values Framework

The RSE programme at Tuition, Medical and Behaviour Support Service reflects the Service's ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, Service's and wider community.

Equal Opportunities Statement

The Service is committed to the provision of RSE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds and sexual orientation.

The RSE programme offers the students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, e.g. passivity of females, women as 'homemakers', men as breadwinners, men as aggressors. It looks to the need for students

to build self-esteem and develop decision-making skills. Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum which is relevant to their individual needs. Equal time and provision is allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support.

All students also have access to TMBSS school Nurse, who also provides standalone sessions for RSE.

Content

The RSE curriculum from the department of education for secondary education catagories RSE into five subgroups:

- **Families:**

Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

- **Respectful relationships including friendships**

Students should know:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries,

privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

- **Online and Media (See E-safety Policy)**

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage
- issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

- **Being safe**

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-

based violence and FGM, and how these can affect current and future relationships.

- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

- **Intimate and sexual relationships including sexual health**

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and equally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

- **The Law**

'It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.' DFE Relationships and Sex Education Guidance 2021

TMBSS will ensure that students are aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent

- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) **(see E-Safety Policy)**
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Delivery of Relationships and Sex Education as part of a timetabled PSHE programme in Key Stage Three and Four. PSHE lessons a timetable for 1 hour a week. With additional enrichment sessions and external programmes for example, 'Below the Belt' provided by Shrewsbury Youth team and viewing Chelsea's Story for CSE.

KS3 programme

Students in Key Stage Three will follow the TMBSS Key Stage Three syllabus in PSHE, this will be a child centred programme with schemes of work developed to suit individual needs. This will cover the following areas:

- o Health and Wellbeing
- o Relationships
- o Living in the Wider World

During Key Stage three (year 7,8,9) students be taught these modules:

- Mental wellbeing
- Online safety
- The dangers of drugs, alcohol and tobacco
- Healthy eating
- Physical health and fitness
- Health and prevention
- Basic first Aid
- Families (RSE)
- Respectful relationships and friendships (RSE)
- Changing adolescent bodies (RSE)
- Intimate and sexual relationships including sexual health (RSE)
- Citizenship and British Values

Key Stage Three lessons at TMBSS's Bridgnorth, Oswestry and Sundorne centres follow a one-year Scheme of Work. Due to the nature of TMBSS education setting Key Stage Three pupils have a placement that is reviewed over a period of time before moving onto a new provision. Within this time frame TMBSS have chosen Key PSHE and RSE topics to cover in an academic year to bridge pupils PSHE lessons. These topics are as followed:

KS3 SOW topic (Behavioural centres)	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	Drugs, alcohol and tobacco	Families and Respectful relationships including friends	Mental wellbeing	Online safety/ Careers	Changing adolescent bodies and consent	Sex and relationships

Other topics are covered as enrichment sessions or covered in other subjects such as Health Fitness and Wellbeing, Food Technology, Science and Humanities. See Policies.

Key Stage Three lessons at Ludlow and Hook-A-Gate centres follow a two-year rotation Scheme of Work as pupils tend to have a longer programmes in TMBSS in these medical centres. The two-year Scheme of work is as followed:

Key Stage 3 Topic Medical Centres (Year 1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Online safety	Mental wellbeing	Families	Respectful relationships including friendships	Introduction to diversity, prejudice and discrimination	Careers

Key Stage 3 Topic Medical Centres (Year 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drugs, alcohol and tobacco	Changing adolescent bodies Being safe (consent)	Intimate and sexual relationships including sexual health	Health and prevention And Basic First Aid	Careers	British Values

KS4 programme.

During Key Stage four (Year 10 and 11) students are taught these modules:

Autumn term 1						Autumn Term 2							
Sex and Relationship Education													
Prior knowledge and period poverty	Reproductive sex organs	Vulva, vagina and periods	Penis pressure and condoms	Contraception	STI's and sexual health	Progress check purple pen and guided reading	Healthy relationships	Unhealthy relationships	The role of intimacy and pleasure	Consent and sexual harassment	FGM	Relationships (including friendships) and break up resilience	Progress check purple pen and guided reading
Spring Term 1							Spring Term 2						
Careers							Emotional wellbeing						
Prior knowledge and why do we work?	Learning from careers and labour market information	Addressing each pupils needs	CV and cover letters	Interview and linking curriculum learning to careers	Payslips, budgets and mortgages	Progress check purple pen and guided reading	Prior knowledge and new changes	Reframing negative thinking	Recognising mental ill health and when to get help	Change loss and grief	Promoting emotional wellbeing and progress check purple pen		
Summer Term 1						Summer Term 2							
Online Safety and Media Influence						Health and prevention							
Prior knowledge and media influence	Send me a pic and online blackmailing	Impact of pornography	Media influence on body image and self esteem	Keeping safe online and cyber bullying	Gambling	Progress check purple pen and guided reading	Prior knowledge and healthy lifestyles	Substance use and assessing risk	Substance use and managing influence	Seeking help and sources of support	Basic first aid and CPR	Sleep hygiene	Healthy lifestyles and progress check purple pen

Centres will as far as possible teach the modules in the same order to ensure standardisation and sharing of resources. However, depending on the child's experiences and abilities this can be adjusted.

As well as following the structured PSHE programme, student's will at times, raise discussions related to PSHE. At these times, if it is appropriate, immediate responses are given as this can lead to valuable discussion and should not be discouraged.

Throughout PSHE all students are actively encouraged to enter into discussions and debate in a positive manner. They are encouraged to explore opinions and consider alternative views.

TMBSS use the PSHE Association for the majority of PSHE and RSE resources and training. The materials and images used aim to reflect the age, identity and cultural background of a range of students. Students are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family, Service staff, the CHAT service and the health professionals.

In Key Stage 3 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help.

In Key Stage 4 students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently and seek professional health advice. To support and supplement the science curriculum students consider their knowledge, attitudes and values in relation to HIV and other sexually transmitted infections, different forms of contraception, the risk of early sexual activity and the link with the use of alcohol and drugs. Discussions around moral issues such as abortion, contraception and the age of consent are delivered.

All students are taught about online safety relating to relationships and sexualised activities including sexting and image sharing and sexual harassment. This is linked to the Safeguarding and Child Protection Policy, the Child on Child Abuse Policy, Sexual Harassment Policy, E-Safety Policy and KCSiE 2022 document.

Resources are used from the PSHE Association providing relevant up-to-date resources such as:

- 'Send me a pic' from NCA-CEOP
- Family life
- Fertility and pregnancy choices
- Medway Public Health Directorate Relationships and Sex Education
- Medway Public Health Directorate Managing Healthy and Unhealthy relationships and behaviours
- 'Growing and changing'
- 'Every Mind Matters'
- 'Disrespect NoBody'- preventing teenage relationship abuse
- Alice Ruggles Trust Relationship Safety
- Winston's Wish: loss and bereavement
- 'The right Idea': parental separation and children's rights
- Working out relationships
- NCA-CEOP: online blackmail

Organisation

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE). In accordance with Ofsted recommendations a specialist team has been identified. Staff receive support, advice and training on the materials. Guidance is provided on answering difficult questions, differentiation and single gender working. RSE is taught in discrete timetabled lessons and is addressed whenever issues/questions arise if the timing is appropriate, if the timing is not appropriate the member of staff will respond to the issue/question at a more appropriate time.

Tuition, Medical and Behaviour Support Service believes in the importance of training and support for staff delivering this has been put in place and CPD opportunities have been taken up. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Monitoring and assessment

Key Stage Three lessons assessment is formed in a baseline and formative assessment at the end of each topic. At Key Stage Four pupils complete a prior knowledge sheet that is revisited at the end of the topic to show progress and assessment.

Key Stage three and four lessons are monitored via a tracking tool, enabling students' knowledge, confidence and ability to access help and support to be identified and measured before and after delivery. The data will be used to identify vulnerable pupils and identify individual pupils' progress. In addition liaison with the CHAT service, targeted youth support and our school nurse provides anonymous information to inform the programme and provide co-ordinated pastoral care.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex Education provided within the Service, except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Centre Manager who will explore any concerns and discuss the impact that withdrawal may have on their child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. The Relationship Education has been compulsory from 2020 and students cannot be withdrawn from these lessons.

Materials are available to parents/carers who wish to supplement the Service RSE programme or who wish to deliver RSE to their children at home.

Safeguarding and Child Protection

The Service has a separate Safeguarding and Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Confidentiality

A student is never promised confidentiality however sensitive information will only be shared if there is a risk of danger or harm. If the teacher or member of staff concerned believes that the student is at risk of danger or harm, she/he talks to the named designated safeguarding lead and discuss appropriate actions. In these cases the student will be informed.

Disclosures

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the Service will ensure that:

- The student is encouraged to talk to their parent/carer, but recognise that they may choose not to;
- Any Safeguarding or Child Protection issues are addressed;
- The student receives adequate counselling and information;
- The Head of Service will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

Sensitive and controversial issues within RSE cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, homosexuality, HIV/AIDS, may arise as part of the planned curriculum or introduced by students themselves. A supportive climate will be fostered and discussions will take place. The use of medical, scientific language and correct naming of reproductive organs and body parts is supported to ensure understanding; as part of this staff will discuss and explore pupils and society's use of slang, innuendo and oppressive language.

Staff are aware that views around RSE related issues vary. Topics are presented using a variety of views and beliefs and pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the student and class cohort concerned. Questions may arise that require individual response and exploration rather than a classroom response.

The Service believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. At the beginning of each module a question box will be introduced to enable pupils to ask questions discreetly and anonymously. This is a mechanism which also ensures members of staff (teaching and non-teaching) can acknowledge a student's question without feeling pressurised to respond immediately. Clear ground rules will be agreed with the class to support and encourage questions.

Sexual Identity and Sexual Orientation

Tuition, Medical and Behaviour Support Service believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic bullying is dealt with strongly yet sensitively.

Relationship and Sexual Health Guidance and Services offered individually to students in School

- Students are able to access confidential advice from the school nurse, the CHAT Service and the Service Staff within each Centre.
- Child Protection procedures are followed at all times.
- Confidentiality is upheld where appropriate although students are encouraged to talk with their parents/carers, they may choose not to.

Following the Frazer Guidelines the school nurse, assigned by the NHS, will provide the following services:

- Shropshire Condom Distribution Scheme (CDS)
- Chlamydia screening
- Emergency contraception
- Pregnancy testing
- Signposting to other services
- On-going individual support

Dissemination

All staff members and governors receive a copy of the policy. Training is regularly delivered to staff on the policy content. Copies are available from the Centres Administration office on request from parents. The policy is included on the Service website.

References and Key websites:

- www.teachernet.gov.uk/pshe
- www.psheassociation.co.uk
- Sex Education Forum (www.ncb.org.uk/sef)
- Harmful Sexualised Behaviour Policy
- KCSiE
- DFE