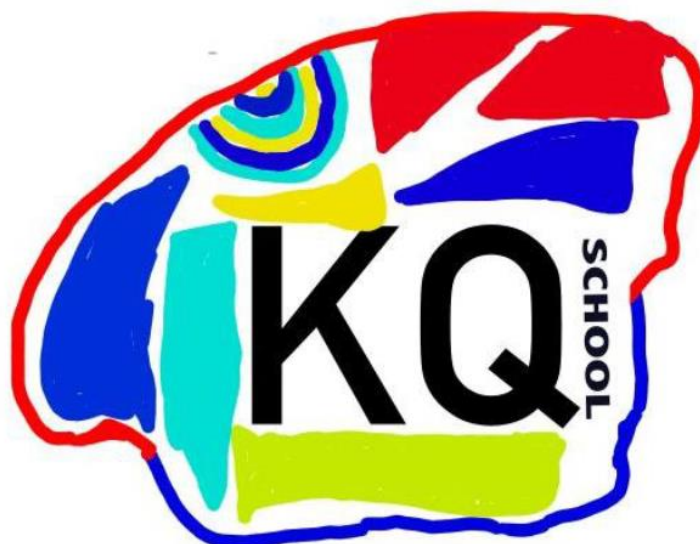


RSE policy



Approved by:	KG - LGB	Date: 15.12.21
Last reviewed on:	December 2021	
Next review due by:	December 2022	

Aims

At Kensington Queensmill we aim to prepare children for the physical changes in their own bodies and to help them to understand their emotions and those of others to the best of their individual understanding and ability. We aim to develop their concept of “right” and “wrong” through the SoSAFE! Programme and real life contexts, with a strong emphasis on the positive, and understanding how to cope with life and how to behave. We aim to help children see themselves as part of their family, as part of their peer group, as part of their school and local community and help them to identify who they can turn to for help when needed. Where appropriate, we teach them about loving adult relationships. We believe that pupils are entitled to information that will enable them to make informed choices and express opinions and thoughts. We try to help them to understand their own autism if possible and to manage their own autistic behaviours. We always aim to raise their confidence and self-esteem. In the Post 16 classrooms students are encouraged and supported to build social skills and professional relationship skills in real life environments such as community-based activities, school trips, overnights, and work experiences.

Statutory requirements

Kensington Queensmill provides education from EYFS to Post – 16. As an all age Academy school we provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Kensington Queensmill we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

In the Primary Phase the focus is on Relationships Education helping pupils understand appropriate social interactions within different groups of people in their lives, whereas in the Secondary and Post 16 Phases we introduce and explore the different levels of intimacy that are appropriate with those groups of people.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Kensington Queensmill provides Relationship Education in the Primary Phase and Relationship and Sex Education in Secondary and Post -16 Phases with the focus on the emotional, social and physical aspects of growing up, relationships (Including LGBT), sex, human sexuality and sexual health. Biological aspects of RSE are taught in the science curriculum whereas others are taught within the personal, social, health and economic education (PSHE) and ASDAN (Post 16). SRE gives Children and Young People (CYP) essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Many aspects of SRE are addressed through the SoSAFE! Programme, which is highly individualised and addresses pupils' needs allowing group and 1:1 sessions to promote a safe and trustworthy environment as/ if needed. It also promotes on-line safety educating pupils about the risks and guiding them how to use on-line media in a safe way.

The SoSAFE! Programme:

- educates our vulnerable pupils about relationships and social safety

- gives them a set of rules for different relationships in order to help them understand when a behaviour in a relationship is expected/ unexpected.
- provides them with the tools to help them identify potentially abusive situations and who they can report this to
- offers own highly individualised 'My People and Relationship Book', which identifies different groups of people in their lives and associates them with a set of behaviours which are appropriate for a given group e.g. family, teachers, class peers, friends, girlfriend/ boyfriend, strangers, etc.
- shows the level of verbal and physical intimacy acceptable within a given relationship
- emphasizes that some behaviours may be a subject to consent.
- teaches about steps to a relationship helping pupils understand how to move into an intimate relationship in a safe and measured manner.

SRE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

- Staff are responsible for:
- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

All teachers are responsible for teaching RSE in Kensington Queensmill School.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents of the pupils in the Primary Phase do not have the right to withdraw their children from relationships education.

Parents of pupils in the Secondary Phase have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action, including discussion with parents and young people and the involvement of other agencies and services to ensure a pupil is effectively prepared for life after school.

Training

Staff are trained on the delivery of RSE through the SoSAFE! Programme as part of their induction and it is included in our continuing professional development calendar.

The SoSafe! Programme is a tool for teaching autistic young-people about sex and relationships and for helping them reliably communicate about relationships.

It focuses on the teaching of the appropriateness of physical and emotional interaction and the different types of relationships young people may encounter.

The Head of School will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

Learning walks, informal observation and mentoring.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Andy Nowak, the Head of School every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

SRE Curriculum Map based on SoSAFE! Programme

Year group	Autumn Term		Spring Term		Summer Term
1	My class peers	My teachers	Private and public places	Private and other body parts	Ok and NOT Ok behaviours (class peers)
2	My family	My class peers and my teachers	Private and public places	Private and other body parts	Ok and NOT Ok behaviours (teachers)
3	Emotions happy and sad	Private and public places	Private and public body parts	Ok Helpers medical and hygiene	Ok and NOT Ok behaviours (family, peers, teachers)

KS1

Y1	My class peers and my teachers	Ok and NOT Ok behaviours (my class peers and teachers)		Private and public places	Private and other body parts	Ok Helpers - medical and hygiene
Y2						
	Ok Helpers – help page	Ok and NOT Ok behaviours - reporting	My class peers	My class teachers	Private and public places	Private and other body parts

Y3	Private and public places	Private and other body parts	My family	My class peers and teachers	People I don't know	Ok and NOT Ok behaviours
Y4	My family And my class peers (different groups and different behaviours)	Public and private places	Private and other body parts	OK Helpers – (hygiene and medical)	Ok Helpers – help page	People I don't know
Y5	My class peers and teachers Ok and Not OK	My family	Help page - Sad/ Hurt/ Scared / happy (ZoR)	OK Helpers - Ok/ Not Ok behaviours and reporting	Community workers I don't know - OK and NOT OK behaviours	People I don't know

KS2

	behaviours					
Y6	My family, class peers and teachers	Public and private places	Private body parts	OK helpers (hygiene and medical)	OK helpers Help page OK/ Not Ok - reporting	People I don't know – safety on line

KS3

Y7	My class peers and teachers	OK and Not Ok behaviours – reporting	Community workers I don't know - expected and unexpected behaviours	Friends	Safety on line	Consent
Y8	Emotions : Sad/ Hurt/ Scared /happy - (ZoR)	OK helpers Reporting: Taking, stealing , shouting, bullying	Feeling sexy	Inappropriate touching, kicking, hitting – reporting	Consent	People I don't know – staying safe on line
Y9	My class peers, teachers, family - Consent	Feeling sexy	OK helpers reporting inappropriate behaviours	Emotions : Sad/ Hurt/ Scared /happy - (ZoR)	Friends – expected and unexpected behaviours	Safety on line

KS4

Y10	Appropriate and inappropriate behaviours – class peers and teachers Consent	OK helpers Reporting taking/stealing Emotions: Sad/ Hurt/ Scared – ZoR	OK helpers reporting - shouting/ bullying, kicking, hitting – How does it make you feel – ZoR	Private and other body parts – body changes, feeling sexy	Friendship	Steps to a relationship Consent
Y11	Appropriate/ inappropriate behaviours with class peers, teachers, family, friends, People I don't know	OK helpers reporting - shouting/ bullying, kicking, hitting –	Steps to a relationship	Boyfriend and girlfriend relationship	Consent	Safety on line

KS5

Y12	Friendship and staying safe on line	Community workers I don't know – expected and unexpected behaviours - reporting	Family	Steps to a relationship	Boyfriend and girlfriend relationship Feeling sexy	Consent
Y13	Staying safe on line - Reporting	Feeling sexy	Reporting - inappropriate touching	Steps to a relationship	Boyfriend and girlfriend relationship sexy kiss sexy touch	Consent

Appendix 2: By the end of primary school pupils should know:

TOPIC	OUTCOMES
There are different groups of people and different interactions are expected/ unexpected within these groups of people	<ul style="list-style-type: none"> • Pupils know that there are various people in their lives: <ul style="list-style-type: none"> • family • class peers • friends • teachers • people I don't know • Different behaviours are appropriate with different groups of people e.g. it is appropriate to give a parent a cheek kiss, but it is inappropriate to kiss a teacher • There is a group of OK Helpers who can help when a pupil gets hurt (medical) or when they need help in the toilet (hygiene)
Private and public places	<ul style="list-style-type: none"> • Pupils are able to identify private and public places and know the function of them e.g. school is a public place where they meet their class peers and learn together sharing different spaces; toilet is a private place and therefore they should keep the door closed and no-one else should be there with them unless they need assistance with intimate care
Private and other body parts	<ul style="list-style-type: none"> • Pupils are able to identify different body parts and use appropriate language to name them • Pupils understand that private body parts should be covered • Pupils understand that as they grow up their body change
Reporting	<ul style="list-style-type: none"> • Pupils are able to identify inappropriate behaviours and talk about them with the OK Helpers from their class using voice or visuals available in their 'My people and Relationships Book'.
Emotions	<ul style="list-style-type: none"> • Pupils are be able to recognise basic feelings such as happy, sad • Pupil are able to recognise they have been hurt and how this make them feel • Pupils are able to access/ engage in strategies offered by the OK helpers to help them recover from feeling hurt or sad
On-line safety	<ul style="list-style-type: none"> • Pupils understand that information such as password, name, address, etc are confidential and shouldn't be shared on line

Appendix 2: By the end of Secondary Phase pupils should know:

TOPIC	OUTCOMES
There are different groups of people and different interactions are expected/ unexpected within these groups of people	<ul style="list-style-type: none"> • Consolidation of pupils' knowledge in relation with various people in pupils' lives e.g.: <ul style="list-style-type: none"> • family • class peers • friends • teachers • people I don't know • Different behaviours are appropriate with different groups of people e.g. it is appropriate to give a parent a hug, but it is inappropriate to kiss a person you don't know • There is a group of OK Helpers who can help when a pupil gets hurt, feel sad or scared • Boyfriend and girlfriend relationship and behaviours appropriate within this group e.g. holding hands, cuddling, cheek kiss, etc.
Friendship	<ul style="list-style-type: none"> • Pupils can become friends and spend time together sharing interests
Private and public places	<ul style="list-style-type: none"> • Pupils are able to identify private and public places and know the function of them • Pupils are able to understand that private time is for home and at school they can choose to engage in activities which are appropriate for school as school is a public place
Body changes – private body parts	<ul style="list-style-type: none"> • Pupils are able to identify different body parts and use appropriate language to name them • Pupils understand that as they grow up their body change and they may experience sexy feelings around their private body parts
Reporting	<ul style="list-style-type: none"> • Pupils are able to identify inappropriate behaviours and talk about them with the OK Helpers from their class using voice or visuals available in their 'My people and Relationships Book' e.g. inappropriate touch involving private body parts
Steps to Relationships	<ul style="list-style-type: none"> • Pupils understand that there are different steps for moving into an intimate relationship in a safe and measured manner
Consent	<ul style="list-style-type: none"> • Pupils understand that different situation require consent
Staying safe on line	<ul style="list-style-type: none"> • Pupils understand what information shouldn't be shared online • Pupils understand they shouldn't accept contacts they don't know

Appendix 2: By the end of Post - 16 school pupils should know

TOPIC	OUTCOMES
There are different groups of people and different interactions are expected/ unexpected within these groups of people	Consolidation of pupils' knowledge in relation with various people in their lives and expected and unexpected interactions associated with the respective groups
Friendship	<ul style="list-style-type: none"> • Friendship is a positive experience and requires consent
Private body parts – feeling sexy	<ul style="list-style-type: none"> • Pupils understand sometimes they may experience sexy feelings around their private body parts • They can have private time in a private place at home
Reporting	<ul style="list-style-type: none"> • Consolidation of pupils' knowledge in relation to reporting inappropriate behaviours to people who can help and they can trust e.g. family, OK Helpers
Boyfriend/ girlfriend relationship	<ul style="list-style-type: none"> • Pupils understand that certain behaviours such as sexy kiss, sexy touch are restricted to intimate relationships only
Consent	<ul style="list-style-type: none"> • Pupils have right to say 'No' to something they don't want to do or not feel comfortable with • Pupils understand that they need to respect when someone says 'No'
Staying safe on line	<ul style="list-style-type: none"> • Pupils understand inappropriate content and are able to report it to their OK Helpers or family

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	