



UNIQUE
CARE GROUP

Welcome to

Westbury School

Relationships and Sex Education Policy

March 2024

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uniquecaregroup.co.uk

Westbury School Vision

Our mission is to create an inclusive learning environment where everyone feels valued and respects each other. Our learners are nurtured to achieve their full personal, social, academic and vocational potential through a strong pupil voice, high expectations and aspirations with quality learning opportunities which meet an individual's needs.

Intent of the RSE Curriculum

Definition of Relationships Education.

The RSE curriculum will be delivered by the PSHE teacher, embedded into the wider PSHE curriculum delivered in weekly timetabled lessons.

Aims of the RSE Curriculum

- ✓ Provide young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- ✓ Empower learners to recognise what is acceptable and unacceptable behaviour in relationships
- ✓ Encourage young people to respect themselves and others
- ✓ Young people are equipped to make safe, informed and healthy choices

Thrive

A whole school wellbeing programme, *Thrive*, has also been developed to implement a whole school approach to promote social and emotional wellbeing. The *Thrive* initiative is inspired by the Health and Wellbeing curriculum, which will support learners with developing the skills for life long wellbeing. *Thrive* places a focus on developing key transferable skills including:

Teamwork

Healthy Habits

Resilience

Independence

Valuing the present

Embracing challenges

The skills from *Thrive* are interlinked throughout the PSHE curriculum, enabling the whole school approach of *Thrive* to work in collaboration and consolidate knowledge and learning from PSHE.

Implementation of the RSE Curriculum

Areas of Learning

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

Making RSE Accessible to All

Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching the RSE curriculum.

Content and teaching is tailored to meet the specific needs of pupils at different developmental stages.

Differentiation

All learners will undergo an initial assessment period when starting Westbury School, to enable us to identify their correct levels and ensure they are enrolled onto a suitable course of study.

- ✓ Use of PCP
- ✓ Dyslexic friendly printing
- ✓ Questions
- ✓ Teacher led support
- ✓ Guided reading
- ✓ Use of ICT
- ✓ Learning styles
- ✓ Learning outcomes complement ability
- ✓ Pupil led opportunities

Opportunities to Achieve Accreditation and Qualifications

Learners working at Pre- Entry Level, Entry Level 1 and Entry Level 2 will have the opportunity to work towards achievements through the AQA Unit Awards Scheme, allowing flexibility to work towards selected units, dependent on the learners needs and interests.

Entry Level 3, Level 1 and Level 2 learners will have the opportunity to obtain Awards and Certificates as they will be working towards the Personal Growth and Wellbeing specification under the awarding body of Pearson Edexcel.

The qualifications selected for each pupil will be tailored to meet their individual needs, depending on the young person's abilities and their time scale at Westbury School.

Equality and Diversity

The Equality Act (2010) has a significant place within RSE, with the protected characteristics from discrimination embedded throughout the curriculum:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

LGBTQ+

Teaching about LGBTQ+ is sensitive and age appropriate in approach and content. This area is fully integrated into the RSE curriculum, rather than delivered as a stand-alone unit or lesson.

British Values

We actively promote British Values in our RSE curriculum, implementing them through various content, resources, learning activities and classroom culture:

➤ Democracy

Learners will engage in regular group discussions and debates where everyone is heard and opinions are shared respectfully and sensitively. We will also study themes relating to citizenship when exploring living in the wider world.

➤ Rule of law

We will maintain consistent classroom ground rules, and will regularly discuss the importance of how these rules keep the classroom a happy, safe and secure environment. We will study how laws have changed over time, e.g. the legalization of homosexuality. We will also regularly draw upon the Equality Act (2010) in our learning.

➤ Individual liberty

We will learn about our rights and responsibilities relating to the UN Convention on the Rights of The Child.

➤ Mutual respect and tolerance of different faiths and beliefs

Mutual respect and tolerance is a classroom ground rule, modelled daily. Learners will explore the diverse features that make up individuals identities, including ethnicity, sexual orientation, gender and religions.

SMSC

During lessons in PSHE we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all our pupils with

the knowledge, skills, attitudes and values they will need to succeed in their future lives.

- Spiritual development opportunities will be given through encouraging pupils to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Creativity will also be used as a learning method, to encourage pupils using imagination.
- Moral development opportunities will be given through encouraging students to identify 'right and wrong' in a variety of situations. Pupils will also be supported with understanding of the consequences of their behaviour and actions by consistent and clear boundaries in all lessons. Pupils will also take part in class debates where they will be investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- Social development opportunities will be given through setting group tasks where pupils will be required to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Cultural development opportunities will be given through ensuring resources given represent diversity, role modelling respectful attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Pupils will also be encouraged to

explore and appreciate a wide range of cultural influences and improve understanding of and show respect for different faiths and cultural diversity.

Cross Curricula Links

Cross curricular planning allows pupils to make concrete links between subjects and transfer knowledge confidently. Pupils with low self-esteem may struggle in one subject but excel in another, cross curricular links allow pupils to feel confident in the knowledge they are taught, particularly if the links are throughout various subjects. In PSHE, we use a wide variety of cross curricular links, including:

➤ Literacy

Learners will practice literacy skills in PSHE through reading case studies, writing reports, speaking and listening debates, creating and delivering presentations, exploring key words for emotional literacy and utilising oracy in role plays.

➤ Numeracy

Numeracy will be embedded into the PSHE curriculum through the topic of personal finance, where pupils will study themes of money management and value for money.

➤ Science

The area of Sexual Health in the PSHE curriculum will link with biology as we explore the reproductive systems, puberty and hygiene. We will also investigate scientific themes of exercise, diet, affects of alcohol and smoking on the body.

➤ Physical Education

Learners will explore aspects of fitness, healthy eating and sports in the PSHE in the curriculum.

➤ ICT

Opportunities to develop digital competence will be provided through research tasks, designing PowerPoint presentations, and online safety will also be covered.

Teaching and Learning

The RSE curriculum will be young person-centred, including creatively planned and sequenced learning activities and experiences to engage learners.

Activities may include:

- Lego Education
- Creative writing
- Educational visits
- Playdough moulding
- Case studies
- Role play

- Group discussions & debates
- Group design projects
- Research tasks
- Interactive quizzes
- Visual flash card matching activities

Assessment and Evaluation

Assessment and evaluation is seen to be an integral part of the teaching and learning process. It should improve pupil performance by indicating strengths and needs, thereby contributing to the personal development of the pupil.

A range of assessment methods will be utilised to ensure inclusion, these may include:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews, and other activity
- work logbooks, reflective journals

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Impact of the RSE Curriculum

The impact of our RSE curriculum will provide confident learners, who are equipped with the knowledge and skills to build healthy relationships and make safe decisions. Through the curriculum we hope our learners have found enjoyment in learning and feel prepared for their future past Westbury School.

Links with other policies

- Preventing Bullying Policy
- SENCo Policy
- Effective Marking & Feedback Policy
- Equality and Diversity Policy
- Promoting British Values Policy
- SMSC Policy
- Teaching and Learning Policy
- Multimedia Policy
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The RSE policy and curriculum is developed by the PSHE Teacher, which is evaluated, approved and monitored by the Head Teache

Relationships and Sex Education (RSE)

Consent Form

I am writing to inform you of the proposed curriculum for Relationships and Sex Education (RSE) at Westbury school. The curriculum aims to:

- ✓ Provide young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- ✓ Empower learners to recognise what is acceptable and unacceptable behaviour in relationships
- ✓ Encourage young people to respect themselves and others
- ✓ Young people are equipped to make safe, informed and healthy choices

Areas of Learning Covered in the RSE Curriculum:

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

Please note that content and teaching will be tailored to meet the specific needs of pupils at different developmental stages.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If this is the case, please email using the email below to arrange a meeting to discuss the RSE content further or review the resources which will be utilised please do not hesitate to get in contact using the email address below.

Contact information:

Email: Niamh.maguire@uniquecaregroup.co.uk

Please sign below to confirm consent for your child to engage with the full RSE curriculum.

Signature: _____

Date: _____

Policy Prepared/Reviewed By:	Signature	Date
Policy Approved By:	Signature	Date
Next Review Date:		
Interim Review Comments:		
Policy Prepared/Reviewed By:		
Policy Approved By:		
Next Review Date:		
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