

St. Joseph's Specialist Trust
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Relationships & Sex Education Guidelines



Christ in our Lives
'No limits ... just possibilities'

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Website Guidelines

St Joseph's Specialist Trust

Relationships and Sex Education Guidelines

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1. Introduction

St Joseph's is a co-educational residential/day school for students with moderate to severe learning difficulties, some of whom are on the ASD spectrum. Additionally, the school has developed expert provision for students with speech and language difficulties. The school caters for students in Key Stages 2, 3, and the 14-19 Department offers a range of courses which include Independence and Daily Living Skills to students from 16 – 19.

2. Rationale

Relationships and Sex Education in a school context is a positive opportunity to help young people deal with maturing into adulthood. It is a chance to address the needs of students through a Catholic perspective. In a world that may present different pressures and values it will help them to make their own informed judgements. Although factual information about bodily changes in puberty, conception and childbirth is important, emphasis is placed upon values and the exercise of personal responsibility.

Our teaching in this area is aimed at encouraging students to have due regard to moral considerations within the context of Catholic ideals and the value of family life, whilst recognising that children living in other situations should not be made to feel abnormal or less loved.

We are convinced of the importance of parents and carers as the foremost educators of their children and their views must be taken into account in planning and providing SRE. Parents and carers may well need more practical help to support their children in their personal development. Opportunities for guidance are offered to families in order to assist them in this aspect of their children's growth. This matches well with the aims of *Every Child Matters* and the *Children's Plan* in the delivery of Well Being Targets.

Children are continually exposed to overt and covert sexual images and messages through the media and from their peers. Many of these messages are either mythical or misunderstood and the added dimensions of prejudice, sexism and discrimination may complicate an already confusing picture.

Information about sex and sexuality must be given in the context and value of human relationships and the sound basis of Catholic teaching will provide a strong moral framework to all that is taught in school.

3. Aims and Objectives

Through the Relationship and Sex Education programme, our objectives are to:

- develop feelings of self-confidence, self-worth and self-respect alongside those of value and respect for others;
- promote responsible behaviour;
- prepare students for the physical and emotional changes which happen in puberty and to understand that these occur at different ages and at varying rates;
- to inform and work in partnership with parents, families, the multi-disciplinary team and care workers in the residential situation in order to promote a united standpoint for a Relationships and Sex Education Guideline both at school and at home;

- information on sensitive issues, e.g. contraception, homosexuality, HIV, AIDS and sexually transmitted diseases, where deemed appropriate to students, with discretion and respect for Christian teaching and values and consideration of government guidelines;
- create a positive and secure environment for open discussion and constructive thinking;
- offer opportunities to share and explore feelings, values and attitudes;
- encourage the development of strategies to resist pressure from potentially harmful influences;
- The Relationships and Sex Education programme will be firmly rooted in the framework for PSHE and Citizenship Education.

4. The PSHE and Citizenship Subject Leader

The PSHE and Citizenship Subject Leader should, as part of the role:

- assume responsibility for annually reviewing and revising the Relationships and Sex Education Guidelines in consultation with subject leader, co-ordinator and parents;
- organise and deliver relevant in-service training;
- ensure the policy is within the PSHE association education programme of study and within the department of education statutory guidance;
- the subject leader will update the guidelines annually. The policy is approved by the senior management team;
- provide support to other members of staff;
- organise a well-sourced 'bank' of resource material to support the Relationships and Sex Education Guidelines;
- inform parents by letter of impending Relationships and Sex Education programme and provide information as to the nature of relationships and sex education lessons where requested by parents.

5. Arrangements for Planning

The PSHE and Citizenship Subject Leader will assist teachers to facilitate delivery of the Relationships and Sex Education programme at the relevant Pathways. Teaching objectives will be drawn from the programme of study and will relate to the students' Individual Education Plan.

Emphasis will also be placed on student evaluations of the programme.

All students have a timetable half an hour slot each week. Lessons are taught taking into account students, age, ability and religious back grounds.

6. Arrangements for Monitoring the Delivery of the Curriculum

The PSHE and Citizenship Subject Leader will meet regularly with senior management and staff to establish moderation of the Relationships and Sex Education programme and to ensure that individual progression and delivery of the programme is at a level appropriate to the needs of the students.

The Relationships and Sex Education Guidelines will relate to, and reflect the National Guidelines and framework. The guidelines will also reflect the initiatives of the National Healthy Schools Standard.

7. Strategies for Teaching

The teaching of Relationships and Sex Education, which is sensitive, informative and appropriate to the needs of the students, will promote learning, discussion and the ability to make informed decisions. Sensitive and intimate aspects of Relationships and Sex Education will be taught in target groups where appropriate.

Staff should:

- use levels of language and/or pictures appropriate to the student;
- be aware of levels of understanding and monitor response to information especially where sensitive issues may be continued.

The needs of students will be met through the use of small group teaching sensitive to individual needs. This will be supported by Teaching Assistants and Care Staff members. It is important for residential staff to be aware of module content should issues/questions arise in the extended education department which would then require re-enforcement or explanation.

The school surgery team, PSHE and Citizenship Subject Leader and Director of Care will offer advice on an individual basis, in cases where a small number of students may experience difficulties in disseminating information. Thereafter, help and support may be sought from outside agencies.

8. Strategies for Students Learning

Students should:

Work within themes in Relationship and Sex Education as set down by government guidelines and the PSHE association. Information will be consolidated within each pathway. Consideration of the individual needs of students will be intrinsic to the aims and objectives of the Relationships and Sex Education Guidelines.

9. Sensitive Issues

Questions raised by students about sensitive issues should be answered honestly and with a degree of detail appropriate to the individual's needs. It is important to distinguish between fact and opinion and that students are made aware of varying opinions.

The usual standards of confidentiality between teacher and student will be observed except where a student's question might suggest the possibility of abuse. In this case, the safeguarding team should be consulted immediately. No adult should ever promise a student complete confidentiality.

10 Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

The following should be read in light of the underlying principles, that 'sexuality is a gift from God'. Given the nature of our society, students are likely to ask questions about Lesbian, Gay, Bisexual and Transgender (LGBT).

The response to students' questions and concerns should be:

- To enable students to understand the Catholic teaching on prejudice, compassion, love and LGBT. The Catholic Church teaches that homosexual acts go against the natural order.
- To enable students to comprehend and discuss the range of sexual attitudes found in society.
- To help students recognise sexuality as part of the total person and to become aware that there are many forms of expression of sexuality and friendship.
- To help reduce discrimination and to educate tolerance, so students do not run the risk of becoming persecuted and socially isolated as a result of their perceived sexual orientation.
- To develop a critical attitude in students towards stereotypes, in the media and elsewhere, of masculinity, femininity, heterosexuality, homosexuality and bisexuality.
- To examine misinformation about homosexuality and make it clear, for example:
 1. That experiencing strong feelings of attraction to members of the same sex during adolescence does not necessarily mean such a person is, or will become a homosexual.
 2. That not all students experiencing these feelings will cease to do so as they grow older.
 3. That homosexuality is not the same as paedophilia,
 4. Anyone who is homosexual is not bound to promote homosexuality or try to convert young people to homosexuality.
- To facilitate discussion on the changing nature of relationships during childhood, adolescence and adulthood.
- To make students aware of the laws which apply to sexual behaviour in this country.

- To provide information about counselling and support facilities, both in the schools and in the wider community for students and parents.

11. Allocation of Resource

The allocation and development of specific resources is the responsibility of the PSHE and Citizenship Teacher. Teachers, in their planning will identify those resources which are required and will notify the Teacher of their needs. A good bank of resources and material has been gathered in the pre-14 department and post-14 department. This can be located in the cupboard at the far end of the school corridor, the cabinet in the PPA room and the cupboard in the resources area. Resources will be subject to updating and evaluation, in line with monitoring of the Relationships and Sex Education Guidelines.

12. Assessment, Recording, Reporting and Accreditation

Assessment will take place in line with the whole school policy. Assessment, recording and reporting will be based upon the student's achievements also taking into account input from other professionals where appropriate. This should provide information on attainment achievement and the acquisition of knowledge. It should serve to form the basis of future planning and inform parents and other teachers or external agencies about individual student progress. Assessment should be a continual process which helps to highlight students' strengths, weaknesses and needs. All activities can provide opportunities for assessment. The report of students' achievements should be included in annual review reports. Students should play an active part in recording, assessment and evaluation procedures.

13. Criteria for Evaluating the Success of the Guidelines

The success of the guidelines will be evaluated by a range of strategies which will include:

- monitoring by the PSHE and Citizenship subject leader and co-ordinator;
- evidence of student progression e.g. EHCP Interim Reviews, ROAs, module sheets, work sheets, photographs, learning journeys and videos. Ensure all work is thoroughly annotated.
- discussion with staff;
- discussion with staff in the residential setting;
- teacher assessment;
- regular reviews of the guidelines;
- student's self-assessment.
- Discussions with parents/carers

14. Special Educational Needs Provision

It should be recognised that students with special needs are as entitled to Relationships and Sex Education as any other student. Their particular needs may make them far more vulnerable to potentially harmful influences and they may need reinforced skills building to counter this.

Teachers and carers are generally skilled in recognising and identifying the needs of individual students and a carefully planned Relationships and Sex Education programme will enable students to participate as fully as possible in the learning offered.

15. Health and Safety

It is the responsibility of all staff to be aware of Health and Safety issues and to foster safe practice for students and staff.

16. Community Links

Elements of sex and relationship may also be provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources.

17. Parental Involvement

It is essential to establish partnership with parents, home being the most fundamental context in the assessment of sex and relationship education.

Parents are key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

18. Child Withdrawal Procedures

As parents/carers you have the right to withdraw your child from sex education within RSE (other than sex education as part of science), but not from relationships education within the primary framework.

19. Equal Opportunities

As Christian teaching shows that all people are equally valued, equal opportunities is a crucial part of education at St Joseph's. Relationships and Sex Education is an important vehicle to deliver many aspects of equality and Relationships and Sex Education will invariably encompass issues such as gender, culture, religious beliefs and stereo-typing. Throughout the teaching of such issues students are encouraged, through mediums such as discussion and role play, to make informed and considered decisions.

20. Staff Development

The PSHE and Citizenship Teacher, as part of her role, will be instrumental in organising staff training and support from visitors to the school, i.e. health promotion specialists and the use of professionals from appropriate outside agencies where necessary.

21. Governors

It is important to endeavour to develop governors' awareness and understanding of the school's Relationships and Sex Education Guidelines, whose aims and objectives will be reflected in the Christian community and environment of St Joseph's. Regular meetings with governors will take place to review and monitor the Relationships and Sex Education Guidelines.

22. Related Policies

For further clarification of student learning strategies see related policies which include:

- Teaching and Learning
- Equal Opportunities
- Health and Safety
- Assessment, Recording, Reporting and Accreditation
- Staff Development
- Spiritual, Moral, Social and Cultural
- Child Protection

23. Curriculum Content

School

During the year students learn family values, being a good friend, hygiene, public and private, healthy eating and personal safety.

There is a strong emphasis on: Body parts, differences and similarities between boys and girls, growing from a baby to an adult, some families are different and that you need a mum and a dad to make a baby.

Aspects of Relationship and Sex Education are taught each term a part of a sequenced topic each term.

College

Family values, relationships, hygiene and personal safety continues to be embedded.

In the summer term students are reminded that Sexual relationships are seen as very special and not to be entered upon lightly, they are most appropriate within the context of a loving relationship. Students learn what the law allows and does not allow, and the wider legal implications of decisions they may make.

There is a strong emphasis on: Internal body parts and their function, male and female private parts, physical and emotional changes at puberty, acceptable and unacceptable touch, healthy relationships, consent, sexual health, how babies are made and being a responsible parent.

Aspects of Relationship and Sex Education are taught each term a part of a well sequenced topic each term. RSE supports pupils to develop healthy relationships in various contexts, and to know when to seek help.

24. Appendices – Schemes of Work

Relationships and Sex Education

| Relationships and sex | Explorers | Discoverers | Adventures |
|-----------------------|--|--|---|
| 1 | <p>Objectives: Identify body parts Resources: Match body parts Song/video: head, shoulder, knees and toes.</p> | <p>Objective: Name the main internal parts of the body and their function Resources: Power point and differentiated worksheets from twinkl</p> | <p>Objective: Names the main internal parts of the body and their function, including male and female genitalia Resources: Power point and differentiated worksheets from twinkl</p> |
| 2 | <p>Objective: Identify body parts Resources: Match body parts Play game - Can you touch your.... (use visuals)</p> | <p>Objective: Name male and female private parts. (common and correct terminology) Resources: Watch video clips from Whiteboard Active (on S&R drive) Label pictures adapted from Brooks sex education pack.</p> | <p>Objective: Name male and female genitalia. (Common and correct terminology). Discuss some changes at puberty Resources: Watch video clips from Whiteboard Active (on S&R drive) Label pictures from Brooks sex education pack.</p> |
| 3 | <p>Objective: Identify boys and girls (male and female) Resources: match pictures of boys and girls (with clothes on) Complete simple jigsaw puzzle of boy and girl (Twinkl) Watch video clip from Whiteboard Active (on S&R drive) :Are we all the same</p> | <p>Objective: Understand the process of growing from young to old Resources: put pictures in order, discuss how people's needs change as they grow older. Use pictures from NHS Leeds sexuality pack</p> | <p>Objective: Understand the process of growing from young to old Resources: put pictures in order, discuss how people's needs change as they grow older. Discuss important milestones. Use pictures from NHS Leeds sexuality pack</p> |
| 4 | <p>Objective: Identify differences of boys and girls Resources: Match pictures of boys and girls (clothes off) Watch video clip from Whiteboard Active (on S&R drive) :Are we all the same : men and women`s bodies</p> | <p>Objective: understand Physical and emotional changes during puberty Resources: Use video clips from Whiteboard active found on the S&R drive.</p> | <p>Objective: Understand Physical and emotional changes during puberty Resources: Use video clips from Whiteboard active found on the S&R drive. Watch video clips from Kevin and Perry</p> |
| 5 | <p>Objective: Identify baby and adult</p> | <p>Objective: Understand acceptable and unacceptable touch Resources: NHS Leeds sexuality pack. Educational dolls</p> | <p>Objective: Understand acceptable and unacceptable touch.</p> |

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| | <p>Resources: match pictures of baby and adult. Use educational dolls to identify baby and adult</p> | <p>:To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> | <p>Resources: NHS Leeds sexuality pack. Educational dolls. :To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) Look at the consequences of touching someone inappropriately. Discuss consent.</p> |
| 6 | <p>Objective: That all families are different.</p> <p>Resources: YouTube: “We are family” song Osbourne book of families. Match a variety of family pictures.</p> | <p>Objective: To understand Loving relationships School: that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership College: to understand what expectations might be of having a girl/boyfriend Resources: NHS Leeds sexuality pack</p> <p><i>Including relationships and friendships online</i></p> | <p>Objective: To understand Loving relationships School: that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. Discuss different types of relationships College: to understand what expectations might be of having a girl/boyfriend Resources: NHS Leeds sexuality pack</p> <p><i>Including relationships and friendships online</i></p> |

| | Explorers | Discoverers | Adventurers |
|---|---|--|--|
| 1 | <p>Objective: to understand that you need a mum and dad to make a baby</p> <p>Resources: match baby animal to parent Watch farm animals video from Espresso</p> | <p>Objective: to identify a healthy relationship</p> <p>Look at words that you would identify with a healthy relationship. Such as respect, listen, share and compromise.</p> <p><i>Including how to recognise, respond to and report abuse online; illegal forms of sharing content and the consequences, how to recognise online hate speech</i></p> | <p>Objective: to identify a healthy and unhealthy relationship</p> <p>Sorting activity: look at a variety of word and divide into healthy and unhealthy relationships</p> <p><i>Including how to recognise, respond to and report abuse online; illegal forms of sharing content and the consequences, how to recognise online hate speech</i></p> |

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| 2 | <p>Objective: How does my body change?</p> <p>Resources: Match sequenced pictures from baby to adult</p> <p>Watch video clip from Whiteboard Active (on S&R drive) : How does my body change?</p> | <p>Objective: School: Look at different relationships College: look at different relationships including different sexual orientation. Resources: Brook sexuality pack Power point- twinkle <i>Including responsible use of technology, gaming, online privacy settings, digital footprint, what is appropriate to say or not say online,</i></p> | <p>Objective: School: Look at different relationships College: look at different relationships including different sexual orientation and terms associated with different sexualities. Resources: Brook sexuality pack <i>Including responsible use of technology, gaming, online privacy settings, digital footprint, what is appropriate to say or not say online,</i></p> |
| 3 | <p>Objective: How does my body change?</p> <p>Resources: Match sequenced pictures from baby to adult</p> <p>Watch video clip from Whiteboard Active (on S&R drive) : How does my body change?</p> | <p>Objective: School: Saying No College: Consent Resources: stories: Some secrets should never be kept and Saying NO! Objective: School: Saying No College: What to do when things don't feel right Resources: stories: Some secrets should never be kept and Saying NO! Brook sexuality pack</p> | <p>Objective: School: Having a special friend (consent) College: learn about contraception. Including condoms and the pill Resources: Condoms, Brook sexuality pack</p> |
| 4 | <p>Objective: understand that we are different</p> <p>Resources: video clip from Whiteboard interactive. Match pictures</p> | <p>Objective: Growing up Resources: NHS Leeds sexuality pack</p> | <p>Objective: Growing up Resources: NHS Leeds sexuality pack</p> <p>Understand that growing up can be a difficult time physically (growing pains) and emotionally (may feel that life is unfair)</p> |
| 5 | <p>Objective: understand that we are different</p> <p>Resources: video clip from Whiteboard interactive. Match pictures</p> | <p>Objective: Understand how babies are made. Resources: Story "I want a baby brother" and Whiteboard interactive</p> | <p>Objective: Pregnancy and birth Resources: School: Whiteboard interactive College: NHS Leeds sexuality pack</p> |
| 6 | <p>Objective: learn the names of private body parts https://www.slideserve.com/yen/public-and-private-with-joan-and-thomas</p> | <p>Objective: Caring for a baby Resources: Baby dolls and associated items.</p> | <p>Objective: Caring for a baby. Understand that having a baby is a big responsibility. Resources: Baby dolls and associated items.</p> |
| 7 | <p>Objective: learn the names of private body parts Resources: https://www.slideserve.com/y</p> | <p>Objective: Public and private Resources: worksheets, visuals</p> | <p>Objective: Public and private Resources: worksheets</p> |

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| | en/public-and-private-with-joan-and-thomas | https://www.slideserve.com/yen/public-and-private-with-joan-and-thomas <i>Including why and how to set privacy settings, keeping mobile phone or tablet safe, what identity means online, public and private identity, digital footprint, online peer pressure and risky behaviours, how to tell if a website is reliable; where to get help/support if we are worried about ourselves or someone else's online behaviour</i> | <p>What are the consequences of not following the public/private rules?</p> <p>https://www.slideserve.com/yen/public-and-private-with-joan-and-thomas</p> <p><i>Including why and how to set privacy settings, keeping mobile phone or tablet safe, what identity means online, public and private identity, digital footprint, online peer pressure and risky behaviours, how to tell if a website is reliable; where to get help/support if we are worried about ourselves or someone else's online behaviour</i></p> |
| 8 | <p>Objective: learn the names of private body parts</p> <p>Resources: https://www.slideserve.com/yen/public-and-private-with-joan-and-thomas</p> | <p>Objective: Responsibilities of being a parent</p> <p>Resources: Worksheets video clips</p> | <p>Objective: Being a parent</p> <p>Resources: Worksheets and video clips</p> <p>How will your life change when you have a family?</p> |

Sex and Relationships Resources. July 2023 College Resources Room

Practical Resources

Set of education dolls – man, woman, boy and girl
 Folens Sex Education Pack
 Brooks Sex education pack
 Emotions and Feelings picture pack.
 5 Baby dolls and accessories
 5 plastic penises
 Range personal hygiene products
 Condoms
 BBC Online Sex and relationships programme

Date Guidelines Reviewed

| Updated | Changes | By | Version |
|----------------|---|-----------------|----------------|
| September 2004 | Created | | V1 |
| September 2005 | | | V1.1 |
| March 2006 | | | V1.2 |
| December 2009 | | | V1.3 |
| September 2010 | | | V1.4 |
| December 2013 | | | V1.5 |
| December 2016 | Minor amends | Helen Van-Mol | V1.6 |
| December 2019 | Updated to Trust and terminology change from learner to student. Reclassified from Policy to Guidelines. Major amendments to include pathway planning (with emphasis on online safety). Cycle changed to annual | Helen Van-Mol | V1.7 |
| October 2020 | No Changes | Kyla de Souza | V1.8 |
| Summer 2021 | The PSHE and Citizenship Teacher changed to PSHE and Citizenship Subject Leader; the Child Protection Liaison Officer changed to the safeguarding team; IEPs changed to Interim Review Targets | Monika Ryzinska | V1.9 |
| Summer 2022 | No changes | Monika Ryzinska | V1.10 |
| Summer 2023 | Major Change to Point 23. Curriculum content to reflect new planning | Monika Ryzinska | V1.11 |
| June 2024 | No Changes | Monika Ryzinska | V1.12 |
| June 2025 | No Changes | Monika Ryzinska | V1.13 |
| June 2026 | No changes | Monika Ryzinska | V1.14 |