

Moor House School & College Relationships & Sex Education Policy & Procedures



This version dated:	Spring Term 2024
This policy is to be read by:	All Moor House School & College staff
Most recently reviewed by:	Deputy Headteacher & PSHCE Coordinator
Status:	Draft / Agreed by Staff / Sent to ECM / Approved by ECM
Responsible committee:	Every Child Matters
Next review date:	Autumn Term 2025

Executive Summary

1. This policy has been written to explain the principles that underpin the teaching of Relationships & Sex Education (RSE) at Moor House School & College.
2. This policy aims to provide clear guidelines to staff and to parents about why, what, when and how we teach RSE.
3. This policy follows government recommendations and legal requirements around delivery of RSE. It takes into account our specialist setting and is both informed by, and supporting of, the Moor House School & College ethos and mission statement.

The Reason for and Context of the policy

RSE aims to give young people the information and skills that they need to develop healthy, nurturing relationships of all kinds, including intimate relationships. RSE involves learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships for family life in order to foster respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Effective RSE is essential if young people are to make responsible, safe and well-informed decisions about their personal lives.

RSE is explicitly delivered within the curriculum for Personal, Health, Social & Citizenship Education (PSHCE) and across the wider curriculum. KS2 students currently receive input on a rotation throughout the year, equivalent to half an hour per week. All students from KS3 and above within the school and college are timetabled for one hour-long PSHCE lesson each week. This ensures that students are helped to develop the skills and understanding necessary to live life as confidently, healthily and independently as possible.

We are required to teach Relationship Education (RE) at KS2 and RSE at KS3-4 as part of the Revised Department for Education statutory guidance 2019. Further documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary SRE for the 21st Century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Aims and Objectives

The objective of RSE is to help and support young people through their physical, emotional and moral development. They will be helped to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

It is taught in order that students can:

- Develop positive virtues such as honesty, self-respect and self-control;
- Develop a sense of respect, love and care;
- Identify the importance of family life, marriage/civil partnerships and stable and loving relationships for the nurture of children;
- Understand the roles and responsibilities of parents with respect to raising children;
- Develop the ability to make informed decisions for themselves where appropriate;
- Learn to manage emotions and relationships confidently and sensitively;
- Develop self-respect and feeling for others;
- Recognise the possible consequences of choices they make;
- Identify the benefits and risks of sharing information and negotiating relationships online and on electronic devices;
- Recognise the characteristics of positive and healthy relationships;
- Learn how to recognise and avoid exploitation and abuse including grooming and sexual exploitation; and know how to access support;
- Learn and understand physical development at appropriate stages;

- Understand reproduction, sexual health, emotions and relationships;
- Understand and respect different sexualities, sexual orientations and gender identities;
- Learn about contraception and support services;
- Understand the reasons for delaying sexual activity;
- Understand how to avoid unplanned pregnancy;
- Understand facts and choices relating to pregnancy;
- Understand laws that relate to RSE;
- Understand the laws and possible consequences of sharing or viewing sexually explicit content online or via mobile phones;
- Understand how to gain, give, withhold or withdraw consent and to recognise communication regarding consent from others.

The Statutory Guidance for Relationships Education and RSE sets out learning expectations for Key Stages 1 to 4. Due to the Language, comprehension and memory difficulties of the school population, students at Moor House may be working at levels below their typically developing peers. Nevertheless, the learning expectations provide a useful framework for progression. Please see Appendix 1.

Operational Procedures

The method of delivery to students

In some instances, due to the nature of the topic or the age of students, teaching takes place in single sex groups.

A variety of teaching and learning styles are adopted such as direct information giving, small group/whole class discussions, role play and encouraging students to evaluate their own learning. In order to best support the students of Moor House School & College lessons are generally supported by a range of visuals including signing, PowerPoint and/or video presentation. Kinaesthetic activities are included where possible. Work is sometimes recorded using task sheets in order to limit the literacy demands where necessary.

Creating a safe learning environment is critical to good quality RSE. A set of 'ground rules' is agreed with students prior to any work on relationships and sex. Students are encouraged to discuss topics in an open and natural way and are taught to respect other students' views and feelings. Distancing techniques such as case studies are used to help students to talk about real issues in a less threatening or personal way.

Students are encouraged to share topics they would like more information on. This is especially important for RSE as many pupils may feel questions they are unable to ask have not been answered. Students can complete a request slip and put it in the PSHCE box or alternatively speak to their PSHCE teacher, STA, form tutor, or care worker.

Personal Disclosures

A set of 'ground rules' agreed by both students and teachers at the outset of lessons should reduce the chances of personal disclosures being made. However, if a member of staff suspects that a child is a victim of abuse or have reason to believe that he/she is at risk of abuse, the schools' child protection procedures will be followed. Students will be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Parent Links

On 24 January 2020, parents were invited to attend a workshop on RSE from KS2-5. More than 50 parents attended. Parents had an opportunity to explore and understand the structure of RSE teaching at Moor House School & College, and to give feedback or suggest changes. Some small changes were made to the curriculum following this workshop. The RSE planning overview was sent to all parents, together with a survey to enable parents to express any changes that they would like to see. The vast majority of parents, both at the workshop and via the

survey, appeared satisfied with the RSE curriculum. One parent requested that sex education start earlier, and one requested that it start later.

It is vital that parents and school work together to provide effective RSE for all students. Subject teachers are available to discuss matters with parents on request, and may consult parents if necessary.

Information about PSICHE topics is made available to parents through the school website each term. If parents have any concerns they can consult with Class Tutors or PSHCE teachers on any potentially sensitive issues. If requested to do so, a more detailed outline will be made available along with samples of worksheets and videos that are to be used during the teaching. A parent RSE workshop takes place every year to support this area of the curriculum.

Parents are always informed by letter prior to any talks from outside speakers on puberty, menstruation, contraception and pregnancy/parenting. Parents are also informed by letter each year before any teaching about sex begins, copies of which are available on request. Please see Appendix 4 for an example of one of our letters.

Parents will be informed about the RSE policy through the school website. A copy will be available should any parent want to review and discuss it.

Training such as internet safety and consent is provided via parent workshop meetings.

Parents have the right to request to withdraw their children from all or part of the sex education provided at school except for those parts included in the statutory National Curriculum Science (see attached). However, Relationship Education is statutory for all students. Requests to withdraw should be done by letter to the Principal. We would always encourage parents to study carefully what we intend teaching before coming to this decision (see above). Note that students now have the right to 'opt back in' to teaching on this topic during the two terms leading up to their 16th birthday.

If students are withdrawn we will make alternative arrangements e.g. joining a different subject area for that/those lessons. Resources are provided to parents and lesson plans should the parent want to provide selective education at home.

The key programmes

In July 2019 the government released a new statutory guidance on RSE. The Moor House School & College PSHCE curriculum maps at KS2, KS3 and KS4 have been updated in accordance with this guidance.

At KS3 and KS4 the RSE topics and learning objectives have been informed by the PSHCE Association's 'Planning Toolkit' and latest 'Programme of Study'.

At KS5 students are working on the AQA 'Unit Award Scheme' that enables students to achieve certificates for PSHCE work at Entry level 3 or at level 1 as appropriate. This includes a unit on RSE.

Please see Appendix 2 for further details of the curriculum at each key stage.

RSE is also delivered by staff in the Science Department and Class Teachers in accordance with Science National Curriculum requirements. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is also included as part of this process. Please see Appendix 3 for further information.

Relationship skills are a central focus on the social skills element of Life Skills lessons at Moor House. Often these lessons will have a practical element, allowing opportunities for students to rehearse important social interactions. For example, students might have an opportunity to role-play asking for help in the community.

The need for special adaptation to meet the needs of individual students

The Moor House School & College PSHCE Curriculum Maps outline key RSE topics that guide teaching coverage for each year from KS2 to KS4. This topic outline ensures that teaching is appropriate to students' age and physical development.

Staff adapt and tailor the PSHCE schemes of work provided to the needs of their students. The schemes of work also signpost staff to good quality resources. This helps to ensure that teaching is appropriate to the ability and emotional maturity of all students.

The PSHCE curriculum has been tailored to the needs of the Moor House community. This process was guided by a working party of interested staff, in collaboration with the school psychotherapist and ELSA, and taking into account results of recent SHaW data.

Whilst aspects of RSE are woven throughout the PSHCE curriculum, a block of RSE teaching takes place in the Spring and Summer term for KS3 and at key points for KS4 and KS2, to enable staff and students to have established a relationship of trust prior to commencing teaching around intimate topics. Dedicating a term to RSE at KS3 and KS4 allows time for consolidating prior learning before moving on to new learning. It also enables time for focusing predominantly on relationships and considering intimate relationships and sex within this wider context. This topic is revisited during the summer term to help students to maintain their learning.

The PSHCE Curriculum Map has been designed to follow a spiral programme, allowing teaching to revisit themes, gradually extending thinking, expanding

knowledge and developing skills as students are ready. This is particularly important in the light of the memory, comprehension and language difficulties of the school population. It is important that teaching begins from, and builds on students' current level of understanding, and that it takes into account students' cognitive levels as well as their personal stage of development.

In some cases, the Special Teaching Assistant assigned to the group may be asked to deliver a more appropriate unit of study to a selected number of students.

The resourcing to ensure the programmes under this policy may be delivered

A variety of resources are used to assist in the delivery of the subject. Individual teachers generally prepare activity sheets tailored to their own groups of students. Commercially prepared worksheets are sometimes used although frequently they require modification in order to make them suitable for our students.

All materials used with students are carefully selected to ensure that students are protected from any that may be inappropriate for their ability and cultural background.

Students with language difficulties may require more explicit teaching methods than typically developing students. The school has purchased some anatomically correct dolls for teaching use. Likewise, a teaching kit of physical examples of real and replica contraception can be used to aid comprehension of this topic. Sketched images of intimate body parts are also stored as e-resources for teaching purposes.

Outside speakers and other personnel may be invited to contribute to students' education where appropriate e.g. school medical staff (see puberty/menstruation/contraception below), parent of baby/young child (work on parenting/pregnancy in Year 11). When this occurs, staff will pay heed to the guidance provided in the following document written by The PSHCE Association: '[Working with External Contributors to PSHE Education — Guidance for Schools.pdf](#)'

The expertise of staff used to ensure that this sensitive policy is delivered only by those suitable trained and able

RSE is predominantly taught by class tutors, who have particular knowledge of the students, and supported by the class STA. Collaboration between PSHCE teachers and class teams is important to ensure the teaching is sensitive and pertinent to the needs of the students. All staff who teach PSHCE receive training on how to deliver PSHCE including creating a safe learning environment and teaching students about relationships and sex.

Further Development

The RSE Curriculum at Moor House seeks to be responsive to the needs of the school population. Knowledge and experience of the school population, SHAW data, together with information from local police and other support services are utilised in order to personalise the curriculum to the needs of the school community. Furthermore, RSE is regularly reviewed and updated in accordance with government guidelines. This policy will be reviewed in line with the school's timetable for review.

Guidance for School and Colleges: Gender Questioning Children

The DFE presently (February 2024) has a consultation on Gender questioning children for schools and colleges, we will await to see what the finalised document holds and respond appropriately in adapting any necessary practices. Whilst this guidance is directed at a school wide approach to gender questioning and not specifically to RSE lessons we recognise this new guidance might see an increase in student's curiosity and that they may need to have further support within their curriculum.

APPENDIX 1

Learning Expectations (from the draft Statutory Guidance Relationships Education and Relationships and Sex Education)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

By the end of Primary School:

Schools should continue to develop knowledge on topics specified for primary as required:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know: <ul style="list-style-type: none">• 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	Pupils should know: <ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> • 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.
<p>Online and media</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 legally 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.

APPENDIX 2

Moor House School & College PSHCE Curriculum Maps

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SCIENCE: Sex and Relationships

The following topics are taught in science lessons during Key Stage 2:

Rotation Year 2 – Summer Term Animals Including Humans
<p>Core:</p> <ul style="list-style-type: none">• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.• Identify and name a variety of common animals that are carnivores, omnivores and herbivores.• Identify and name the basic parts of the human body and say which part of the body is associated with each sense.• Notice that animals including humans, have offspring which grow into adults.• Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) <p>Extended:</p> <ul style="list-style-type: none">• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets).• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Core:</p> <ul style="list-style-type: none">• Identify, draw and label the basic parts of the human body.

The following topics are taught in science lessons during Key Stage 3, beginning in Year 7 but being recapped, developed and extended in Years 8-11.

1. Patterns of reproduction
 - Compare reproductive patterns in plants and animals.
 - Compare sex cells and fertilisation in plants and animals.
 - Discuss patterns of reproduction in various animal groups, e.g. the consequences of external fertilisation, lack of parental care.
2. Reproduction and development of humans
 - Describe the structure of the male and female reproductive systems. Use a model torso to show the relative positions and all the major sex organs. Also describe ovulation, how sperm reaches the egg, and the development from a fertilized egg to baby, including implantation.

- Discuss why children are like their parents, and the differences between identical and non-identical twins.

3. Menstruation

Describe the pattern of events during a typical menstrual cycle, show how it relates to the release of an egg and that it stops in the event of pregnancy.

4. The uterus during pregnancy and the development of the foetus

Explain the function of the uterus and the placenta in protecting and providing for the developing baby. Changes in the foetus as it develops and relate these to elapsed time.

5. Birth and care of the baby

Describe the birth process and caring for the new baby. Discuss breast feeding and compare the composition of breast and cow's milk, including acquisition of immunity.

6. How humans change as they grow

Outline the human life cycle and the changes in body across the various stages, particularly hormone-led changes during puberty.

7. Help with reproduction

Discuss the ethics of medical intervention concerning infertility treatments (IVF). Explain some of the problems causing infertility and some ideas about solutions. Define contraception, including naming and describing various methods of contraception (advantages and disadvantages)

APPENDIX 4



Moor House School & College

Mill Lane, Hurst Green,
Oxted, Surrey, RH8 9AQ
info@moorhouseschool.co.uk
www.moorhouse.surrey.sch.uk
01883 712271

4 January 2024

Dear Parents/Carers,

Relationships and Sex Education (RSE)

As part of the normal curriculum entitlement, your child will have lessons on relationships and sex, during their PSHCE (Personal, Social, Health, Citizenship and Economic Education) lessons this term.

All PSHCE lessons at Moor House take place within the guidelines received from the Department for Education and the school's Relationships & Sex Education Policy, which has been approved by the governing body of the school.

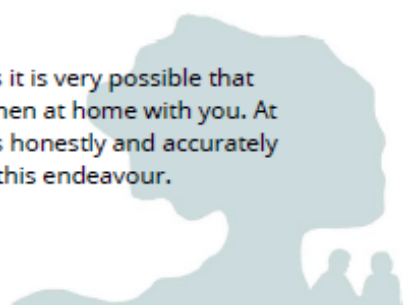
This term PSHCE lessons for year ten intend to cover:

- Managing friendships and romantic relationships including break ups and loss
- Sexual intercourse and sexual behaviours
- Consent and the law
- Sexting revisited
- Contraception and STIs

Some students may also discuss: sexual coercion. Please note that it is possible that further content may be discussed if raised by students.

RSE teaching will include both heterosexual and Lesbian, Gay, Bisexual and Transgender (LGBT) relationships. Please see the PSHCE Curriculum Map (available on the school website) or contact your child's tutor if you would like further information regarding what will be taught.

Your support and co-operation will be greatly appreciated, as it is very possible that your child may discuss some of the issues raised at school when at home with you. At Moor House, we always aim to answer students' questions as honestly and accurately as possible; it is important that parents/carers support us in this endeavour.



Patron: HRH The Duchess of Edinburgh GCVO



May I take this opportunity to remind you that you are legally entitled to withdraw your child from sex education lessons, unless it forms part of a National Curriculum Programme of Study. However, relationships education is statutory for all students. Should you wish to discuss this matter further, please contact me at your earliest convenience.

Yours sincerely,

Natascha Fulford
Director of Learning for PSHCE, RE, history & geography



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Member of NASS (National Association of Independent Schools and Non-Maintained Special Schools)



Patron: HRH The Duchess of Edinburgh GCVO