

# Relationship and Sex Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 31<sup>st</sup> August 2020

**Last reviewed on:** 7<sup>th</sup> September 2018

**Next review due by:** 31<sup>st</sup> August 2021

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – Firstly the SLT and those teaching staff responsible for the delivery of RSE were consulted. The SRE curriculum was then discussed with the remainder of the staff
- Parents were consulted by letter regarding the content of the RSE curriculum
- Pupils were consulted
- Ratification – once amendments were made, the policy was approved by the Directors

## 4. 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.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are 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).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

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

### **7.3 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/non-science 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 teacher.

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science 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 teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

#### **9. Training**

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Curriculum Map – KS3

Year 7	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
<b>Spring 2</b>	This unit will cover different relationships and human reproduction.	<p>Know about some different sorts of relationship</p> <p>Know about physical aspects of human reproduction</p> <p>To be aware that the media portrayal of relationships may not reflect real life</p> <p>Relationships self-esteem and romance and exploring family life</p> <p>To understand the importance of friendship as a basis for romantic relationships</p> <p>To explore the role of parents and the importance of stable long term relationships for family life</p>	Unit 3: Sex and Relationships Education	<p>Fairtrade Fortnight 22 02 21 - 05 03 21 Moral, cultural</p> <p>World Book Day 04 03 21 Spiritual, cultural</p>
<b>Summer 1</b>	This unit covers students looking at the differences and similarities between people.	<p>Be able to recognise that there are differences and similarities between people</p> <p>Be able to recognise when people are treated unfairly because of differences between them</p> <p>To explore the nature of prejudice and discrimination and ways to challenge and manage them</p>	Unit 12: Introduction to Diversity, Prejudice and Discrimination	St George's Day 23 04 21 Cultural

	<p>This unit covers road safety, how to identify dangers and internet safety.</p> <p>Selection of: re-cap; Q&amp;A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to identify dangers in the home          Know how to cross a road safely          Know about the safe use of internet communication, including emails and social network sites          Know about an organisation that promotes safety</p>	Unit 10: Personal Safety	
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Year 8	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
Spring 1	<p>This unit covers identifying emotions, what bullying is, how to be a good friend, physical/mental illness.</p> <p>t</p>	<p>Be able to identify emotions and know how to manage emotional experiences</p> <p>Know about bullying</p> <p>Know how to be a good friend</p> <p>Know that illness can be mental of physical</p> <p>To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place</p>	Unit 5: Emotional Well-being	<p>Children's Mental Health Week          3 – 9 February 2021          Spiritual</p> <p>Random Acts of Kindness Day          17 02 21          Spiritual, moral, social,</p>
Spring 2	<p>This unit covers different relationships, human reproduction, contraception and how to prevent STI's.</p>	<p>Know about some different sorts of relationship</p> <p>Know about physical aspects of human reproduction</p> <p>Know about contraception</p> <p>Know how to prevent the transmission of sexually transmitted infections</p>	Unit 3: Sex and Relationships Education	<p>Fairtrade Fortnight          22 02 21 - 05 03 21          Moral, cultural</p> <p>World Book Day          04 03 21          Spiritual, cultural</p>

		<p>To be aware that the media portrayal of relationships may not reflect real life Relationships self-esteem and romance and exploring family life</p> <p>To understand the importance of friendship as a basis for romantic relationships</p> <p>To explore the role of parents and the importance of stable long term relationships for family life</p>		
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Year 9	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
<b>Spring 1</b>	This unit covers identifying emotions and how to manage them, what bullying is, what peer pressure is, mental and physical illness.	<p>Be able to identify emotions and know how to manage emotional experiences</p> <p>Know about bullying</p> <p>Know about peer pressure</p> <p>Know that illness can be mental or physical</p> <p>To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place</p>	Unit 5: Emotional Well-being	<p>Children's Mental Health Week 3 – 9 February 2021 Spiritual</p> <p>Random Acts of Kindness Day 17 02 21 Spiritual, moral, social,</p>
<b>Spring 2</b>	This unit covers different relationships, human reproduction, contraception, STI's and how to prevent them	<p>Know about different sorts of relationships</p> <p>Know about physical aspects of human reproduction</p> <p>Know about contraception</p>	Unit 3: Sex and Relationships Education	<p>Fairtrade Fortnight 22 02 21 - 05 03 21 Moral, cultural</p> <p>World Book Day</p>

		<p>Know about sexually transmitted infections and how to prevent their transmission</p> <p>To be aware that the media portrayal of relationships may not reflect real life</p> <p>Relationships self-esteem and romance and exploring family life</p> <p>To understand the importance of friendship as a basis for romantic relationships</p> <p>To explore the role of parents and the importance of stable long term relationships for family life</p>		<p>04 03 21</p> <p>Spiritual, cultural</p>
<p><b>Summer 1</b></p>	<p>This unit covers differences and similarities between people, what prejudice is, how to recognise discrimination and why it is illegal.</p>	<p>Be able to recognise that there are differences and similarities between people</p> <p>Be able to recognise prejudice and how it occurs</p> <p>Be able to recognise discrimination</p> <p>Know that discrimination of different kinds is illegal</p> <p>To explore the nature of prejudice and discrimination and ways to challenge and manage them</p>	<p>Unit 12: Introduction to Diversity, Prejudice and Discrimination</p>	<p>St George's Day</p> <p>23 04 21</p> <p>Cultural</p>

## Use of Assessment

A comprehensive baseline assessment will be completed within 4 weeks of a student starting at the school.

Reading and Spelling assessments will be repeated in the Autumn and Summer terms

All staff will be fully aware of all students' literacy and numeracy levels and subjects will be differentiated accordingly. All staff will be made aware of preferred learning styles

Thrive assessments will be completed on arrival or termly to determine developmental, diagnostic and social and emotional targets

A BSP will also be completed on arrival or termly.

EHCP outcomes will be shared through a student overview available on school pod

All students at On Track Education Mildenhall have an EHCP

## Intent

The course has been chosen to reflect the ability of the students. Expectations are high while remaining mindful of the back ground, ability and experiences of the students.

The curriculum within the school is broad and balanced with a range of both academic and vocational courses. School leaders do all they can to make sure that all children have the best opportunities while at school and post 16. In our school we have guaranteed that the curriculum meets the needs of our SEND and disadvantaged children through ensuring that the principles of British Values and SMSC underpin each subject area and that literacy and Numeracy are embedded across the curriculum. Initial assessment and differentiation are becoming more robust and progression is beginning to be seen not only through data, but also through the cumulative progress in children's work within their files. There are a range of qualifications available at different levels ensuring that all children, regardless of their ability will experience success. All staff are encouraged to complete subject specific training We want our children to be compassionate, self-motivated, curious and committed and to become independent learners.

The curriculum is designed to reinforce prior learning and increase the cognitive complexity of what is being learned. This means the curriculum will "widen out" as the child moves through the school, revisiting concepts in greater depth. Detailed curriculum maps are being developed to further enhance this

Great care is taken to ensure that children who arrive at On Track with gaps in their education can easily revisit those gaps. Children requiring additional help receive 1:1 support from LSAs and sometimes other subject teachers. Staff are aware of the full curriculum, embedding literacy and numeracy whenever and where ever possible.

Our curriculum is an adaptation of The National Curriculum which takes into account the expertise of our staff, the school environment, the context within which the school works and the traditions of the school.

Intervention programmes are available in both English and Maths for those children who arrive at On track with gaps in their education. Children requiring additional help will receive 1:1 support. Lessons are carefully differentiated according to initial assessment. Topics are often chosen that are of interest to the children thereby encouraging participation. Expectations are high while remaining mindful of the backgrounds and experiences of all our children.

## Implementation

How is the subject delivered?

Delivery is through a combination of tutor-led learning and student-led research. Peer review is used to help inform students' own work as well and provide constructive criticism of peers' work.

Real life texts are used – such as newspapers, websites etc.

Targeted worksheets are used for specific focus work.

Topical issues used as points of discussion and inspiration for student work.

Differentiation is through appropriate levelling of texts; differentiated expectations of response and work output.

Senior staff are encouraging teachers to be more rigorous in checking for understanding and to follow the marking policy completely. Next Step marking is encouraged. Marking is checked every half term during the many learning walks. The school are encouraging Keyworkers to look through files with the students and discuss teacher comments. Formal observations are in place and carried out every term by Senior leaders. Peer observations are encouraged amongst the staff in order to share best practice

At the end of a unit of study, teachers will assess the knowledge of the student. Any gaps will be reinforced. The curriculum is designed to reinforce prior learning and increase cognitive complexity. This means it should widen out as the student moves through the school, revisiting concepts in greater depth.

The content, skills & knowledge and accreditation are mapped for where a student should be achieving at their chronological age. Many students at the school, however, have experienced significant gaps in their learning. As a result of this, they may be placed academically at any of the stages detailed, and this might not always coincide with their actual age. In fact, spiky profiles might mean that a student's curriculum focus could straddle different stages.

SMSC – to include reference to British Values

In all lessons the students follow the school behaviour policy

Staff will help the students to learn to behave appropriately, develop their social skills and develop confidence in themselves as learners through close and trusting relationships. Mutual Respect and Tolerance will be encouraged through group activities, compliment sessions, peer evaluation, PSHE activities, theme days and differentiation

The Nurture Group will provide a secure small class setting where students can learn by re-experiencing primary school nurture from all adults who actively work towards enabling a sense of achievement for all children and successful transition into post 16 training or employment. An understanding of democracy will be encouraged through PSHE, games to encourage turn taking, respect of individual choice, theme days and the knowledge that we can speak and be listened to.

Each half term we will be having cultural days and these will be celebrated across curricular.

## Technology

Embedded Literacy and Numeracy – if applicable

Extension activity software

There will be opportunities for pupils to participate in using technology for research and typing up drafted pieces of work

### Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well individually in the context of the school. This is reflected in results from national tests and examinations or in the qualifications obtained including GCSE's and Functional Skills.

The course has been chosen to meet the needs of all KS3 students.

Year 10	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
<b>Spring 1</b>	<p>This unit will cover relationship expectations and challenges, relationship values, myths, assumptions and misconceptions, online relationships, media and pornography, consent, accessing support, what asexuality, abstinence and celibacy</p> <p>Selection of: re-cap; Q&amp;A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Tackling relationship myths and expectations, managing romantic relationship challenges including break ups</p> <p>Relationships values and pleasure in relationships</p> <p>Myths, assumptions, misconceptions and social norms about sex, gender and relationships</p> <p>The opportunities and risks of forming and conducting relationships online</p> <p>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</p> <p>The ethical and legal implications in relation to consent, including manipulation, coercion and capacity to consent</p> <p>How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <p>How to recognise and challenge victim blaming</p> <p>About asexuality, abstinence and celibacy</p>	<p>Relationships</p>	<p>Children's Mental Health Week 3 – 9 February 2021 Spiritual</p> <p>Random Acts of Kindness Day 17 02 21 Spiritual, moral, social,</p>

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Our curriculum is an adaptation of The National Curriculum which takes into account the expertise of our staff, the school environment, the context within which the school works and the traditions of the school.

Intervention programmes are available in both English and Maths for those children who arrive at On track with gaps in their education. Children requiring additional help will receive 1:1 support. Lessons are carefully differentiated according to initial assessment. Topics are often chosen that are of interest to the children thereby encouraging participation. Expectations are high while remaining mindful of the backgrounds and experiences of all our children.

### Implementation

How is the subject delivered?

Delivery is through a combination of tutor-led learning and student-led research. Peer review is used to help inform students' own work as well and

provide constructive criticism of peers' work.  
Real life texts are used – such as newspapers, websites etc.  
Targeted worksheets are used for specific focus work.  
Topical issues used as points of discussion and inspiration for student work.  
Differentiation is through appropriate levelling of texts; differentiated expectations of response and work output.  
Senior staff are encouraging teachers to be more rigorous in checking for understanding and to follow the marking policy completely. Next Step marking is encouraged. Marking is checked every half term during the many learning walks. The school are encouraging Keyworkers to look through files with the students and discuss teacher comments. Formal observations are in place and carried out every term by Senior leaders. Peer observations are encouraged amongst the staff in order to share best practice  
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SMSC – to include reference to British Values  
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The Nurture Group will provide a secure small class setting where students can learn by re-experiencing primary school nurture from all adults who actively work towards enabling a sense of achievement for all children and successful transition into post 16 training or employment. An understanding of democracy will be encouraged through PSHE, games to encourage turn taking, respect of individual choice, theme days and the knowledge that we can speak and be listened to.  
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**Technology**

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Extension activity software  
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Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well individually in the context of the school. This is reflected in results from national tests and examinations or in the qualifications obtained including GCSE's and Functional Skills.

The course has been chosen to meet the needs of all KS4 students.

Year 11	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
<b>Autumn 1</b>	<p>This section covers types of relationships, benefits of relationships, characteristics of relationships, expectations and boundaries in relationships, ways to improve relationships.</p> <p>This section covers how to challenge harmful behaviours, how to manage feelings, understand mutual consent, taking responsibility of own actions and recognising opportunities to build meaningful relationships.</p>	<p>Understanding relationships</p> <ul style="list-style-type: none"> <li>• Different types of relationships</li> <li>• Benefits of relationships</li> <li>• Characteristics of relationships</li> <li>• Expectations and boundaries in stable relationships</li> <li>• Ways to improve relationships</li> <li>• Advantages of marriage and other long-term relationships</li> <li>• Responsibilities of being a parent</li> <li>• The influence that media and the online world can have on well-being</li> <li>• Develop awareness of how identity is shaped by different situations</li> </ul> <p>Being part of a relationship</p> <ul style="list-style-type: none"> <li>• Understand and respect how identify and behaviours shape partnerships</li> <li>• Know how to reject and challenge harmful behaviours</li> <li>• Explore how different feelings are expressed and managed</li> <li>• Show consideration for others and understand mutual consent</li> <li>• Importance of taking responsibility for own actions</li> </ul>	<p>Unit 3: Understanding the role of relationships in social health and wellbeing</p>	<p>National Fitness Day 25 09 20 Spiritual, social</p>

	Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	<ul style="list-style-type: none"> <li>Recognise opportunities to build meaningful relationships</li> </ul>		
<b>Autumn 2</b>	<p>This section covers recognising on rights in a relationship, personal safety and sources of advice for online and offline issues.</p> <p>This section covers development in intimate relationships, benefits of intimate relationships, personal rights when in a relationship, consent and relationship breakdowns.</p> <p>Selection of: re-cap; Q&amp;A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Personal safety, support and advice</p> <ul style="list-style-type: none"> <li>Recognising own rights when in a relationship</li> <li>Recognising behaviours that can harm relationships</li> <li>Managing personal safety in long term relationships</li> <li>Sources of information and advice for issues on and offline</li> </ul> <p>Healthy intimate relationships</p> <ul style="list-style-type: none"> <li>Aspects of development that can be affected by intimate relationships</li> <li>Benefits of healthy intimate relationships</li> <li>Influence of emotions on intimate relationships</li> <li>Personal rights when entering into an intimate relationship</li> <li>Responsibilities around consent and response to unwanted advances</li> <li>Potential causes of relationship breakdowns</li> </ul>	<p>Unit 3: Understanding the role of relationships in social health and wellbeing</p> <p>Unit 4: Understanding sexual health and wellbeing</p>	<p>World Kindness Day 13 11 20 Spiritual, moral, social</p> <p>Children in Need 18 11 20 Spiritual, moral, social, cultural</p>
<b>Spring 1</b>	This section covers male	<p>Reproductive health and making informed choices</p> <ul style="list-style-type: none"> <li>Male and female reproductive</li> </ul>	Unit 4: Understanding sexual health and wellbeing	<p>Children's Mental Health Week 3 – 9 February 2021 Spiritual</p>

	<p>and female reproductive systems, pregnancy, miscarriage, choices about pregnancy and information and advice.</p> <p>This section covers maintaining sexual health, the impact of drugs and alcohol on choices, contraception, different forms of abuse and legal rights and responsibilities concerning sexual health</p> <p>Selection of: re-cap; Q&amp;A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>systems</p> <ul style="list-style-type: none"> <li>• Stages of pregnancy</li> <li>• Support provided for both parents during pregnancy</li> <li>• Miscarriage and the potential impact on relationships</li> <li>• Making informed choices about pregnancy</li> <li>• Seeking appropriate information and advice</li> </ul> <p>Personal safety</p> <ul style="list-style-type: none"> <li>• Importance of maintaining sexual health</li> <li>• Impact of drugs and alcohol on choices</li> <li>• Types of contraception and the health risks associated with unprotected sex</li> <li>• Actions to take following unplanned, unprotected sex</li> <li>• Recognition and management of different forms of abuse</li> <li>• Legal rights and responsibilities concerning sexual health</li> </ul>		<p>Random Acts of Kindness Day 17 02 21 Spiritual, moral, social,</p>
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Staff will help the students to learn to behave appropriately, develop their social skills and develop confidence in themselves as learners through close and trusting relationships. Mutual Respect and Tolerance will be encouraged through group activities, compliment sessions, peer evaluation, PSHE activities, theme days and differentiation

The Nurture Group will provide a secure small class setting where students can learn by re-experiencing primary school nurture from all adults who actively work towards enabling a sense of achievement for all children and successful transition into post 16 training or employment. An understanding of democracy will be encouraged through PSHE, games to encourage turn taking, respect of individual choice, theme days and the knowledge that we can speak and be listened to.

Each half term we will be having cultural days and these will be celebrated across curricular.

Technology

Embedded Literacy and Numeracy – if applicable

Extension activity software

There will be opportunities for pupils to participate in using technology for research and typing up drafted pieces of work

Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well individually in the context of the school. This is reflected in results from national tests and examinations or in the qualifications obtained including GCSE's and Functional Skills.  
 The course has been chosen to meet the needs of all KS3 students.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

#### Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

**Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of 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	