

---

# Relationships and Sex Education Policy (RSE) (Including Personal, Social and Health Education (PSHE))



**Created:** December 2018

**Reviewed date:** November 2020

**Responsible Person:** AP Education & RSE/Citizenship Teacher

**Approved by:** SLT

**Approval Date:** January 2023

**To be reviewed:** January 2024

---

## Deaf Academy Curriculum

At the Deaf Academy we have a bespoke curriculum that holds **six key principles** in its design.

### **1. Rich Language Acquisition:**

Our students are immersed in a language rich environment of British Sign Language, English and Sign Supported English. Our aim is for every student is to develop an ample and coherent vocabulary, able to communicate freely and fluently, enabling them to navigate through to adulthood successfully. Daily language use means students are often learning simultaneously in BSL and English or another communication approach; we facilitate their move between languages so that communication and language needs are met and stretched. We want our students to be part of the Deaf community and feel empowered by their ability to communicate in the wider world. Our broad curriculum enables this, by encouraging both English, Literacy and BSL development.

### **2. Empowering knowledge and skills**

We believe in knowing and growing every learner. This student-centred approach focuses on their life goals and skills development. Our teachers use subject expertise to develop coherent plans to inspire each learner. They ask the deep and meaningful questions that help quantify their understanding and encourage passionate thought.

### **3. Collaborative approach -**

Students at the Deaf Academy have a wide range of additional and complex needs. We understand that deafness can have a multiplier effect on other needs and conditions. Drawing on expertise from our in-house therapies team, the education department and external providers enables us to take a collaborative approach to every individual's development. We also collaborate with students. They play a key role in selecting their Academy and life goals. Good relationships are essential as the basis for teacher-learner growth. Students who trust their teachers are more likely to take risks, enjoy lessons, achieve and aspire.

### **4. Strong Identity –**

Understanding ourselves and the wider world The curriculum nurtures a curiosity about the world, supporting every student's personal journey of discovery. We believe that they should complete their journey at the Academy as a proud Deaf young person, aware of their role in the world. Our teachers are responsible for being 'Deaf role models' and are daily reminders to our students that they can achieve career aspirations and become role models themselves. We also offer a bespoke RSE curriculum and the complementary 'Wider World' curriculum to develop this knowledge and understanding over time.

### **5. Aspirational -**

Teachers and students have high expectations of self and others. They are aware of the possible impact of unconscious bias and are collectively responsible for having 'endless expectations' of students and their potential. This is supported by our students' active in their own learning journey through the Independent Learning Plan 'ILP' and through our forensic **Assess-Plan-Do process**. Teachers and students work to SMART targets. These are assessed daily, in conjunction with curriculum knowledge and skills development, to ensure the **growth of every learner**.

## 6. Independence -

Students are encouraged to develop both skills and confidence through independent application. They are encouraged to have a go, fail, keep going and achieve. We are mindful that students may have lacked previous opportunities to acquire independence and resilience. The Deaf Academy places strong emphasis on responsibility, resilience, empathy and independence. Personal development is carefully supported and tracked through the explicit nurturing of character strengths. The development of independence and strong character prepares students to become empowered learners and confident and aspirational individuals in the wider world.

These principles underpin our approach to developing our young people and inform our PSHE teaching approach.

## Vision

PSHE Vision:

- To empower and equip all students to live their lives to the full. To enable them to live safely, happily and healthily, individually and as part of wider communities.
- To understand their place in the world and Deaf young people.

Supplementary RSE Vision (from September 2020):

- To empower and equip all students to live their lives with others to the full.
- To enable them to develop and maintain safe, healthy, fulfilling relationships in a wide variety of contexts, including romantic and sexual.
- To give them the tools and knowledge to manage when relationships do not go as planned.

## 1. General Information

**Member of staff responsible** for overseeing and reviewing this policy is D Thomas (RSE/PSHE Lead).

**In consultation with:** all teaching staff, other academy staff, young people, governors and members of the wider academy community and other agencies.

**Website** - This policy document is freely available to the whole academy community via the Academy website. It is to be read in conjunction with the Safeguarding Policy, Behaviour Policy, Bullying Policy, Equality and Diversity Policy, Drugs and Alcohol Policy and Personal Relationships Guidelines.

## 2. What is RSE and PSHE? Why do we have to teach them?

### **RSE is Relationships and Sex Education.**

From September 2020 RSE has become a statutory requirement in all schools. There is also an expectation to teach citizenship alongside the RSE curriculum.

This programme of study aims to prepare children and young people for life in modern Britain through four core strands:

- Protective Behaviours
- Health & Wellbeing
- Relationships
- Living in the wider world

### **PSHE is “Personal, Social and Health Education”**

**The Education Reform Act of 1988** requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society
- prepares young people for the opportunities, responsibilities and experiences of adult life.

'Every Child Matters' 2003 required the following outcomes for our young people. We still believe these are vital for our Deaf learners:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

### **3. What are the aims and objectives of our programme?**

- To empower and equip all students to live their lives to the full.
- To enable them to live safely, happily and healthily, individually and as part of wider communities.
- To enable them to understand their rights.
- To enable an appreciation of increasing responsibilities and independence.
- To have healthy and safe relationships and to be able to manage unsuccessful/unsafe relationships.

### **4. What does the Deaf Academy think about RSE & PSHE?**

Being Deaf brings a unique set of challenges, and opportunities for our young people. Our RSE/PSHE program takes into account these unique challenges, vulnerabilities and opportunities, and tries to address the specific issues our students face.

**Important** – RSE/PSHE is possibly the most important curriculum area we engage in to support our young people at the Academy. What they learn from RSE/PSHE is fundamental to their wellbeing both now and in the future. It underpins and involves all other areas of our curriculum.

**Inclusive** - All students will access this curriculum area in some way. For our Foundation learners their core curriculum will be Life and Living Skills/Pathway to Adulthood, through which all other skills will be developed.

**Inspiring** – We want all our students to be inspired to be the best they can be. RSE/PSHE is core to promoting and enhancing our vision and values as a centre of excellence for Deaf Education.

**Independent** - We aim for all students to leave the Academy feeling fully equipped to manage the transitions into independent living, able to live happily, safely and healthily with themselves

In addition we are committed to Relationships and Sex Education that:

- Is an identifiable part of a personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages (including Post 16)
- Is taught by staff trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of our students with their diverse experiences, special educational needs and disabilities
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## **5. Equality and Diversity**

*(To be read in conjunction with the Academy Equality & Diversity Policy)*

**Best for all** - Under the Equalities Act 2010 our RSE/PSHE provision will ensure that the Academy will do the best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after or disadvantaged children.

**Sensitive** - RSE/PSHE education must be sensitive to the different needs of individual students and may need to adapt over time as the pupil population changes. All our curriculum is adapted to suit the needs of our Deaf Learners.

**Accessible** - Our RSE/PSHE provision is accessible to every pupil, although parents still have the right to withdraw their children from the non-statutory elements of sex education (those parts not within the national curriculum programs of study). Before a request to withdraw a student is granted, parents/carers should meet with the Assistant Principal to share their concerns. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child/young person will also be discussed.

**Think of others** - We promote social learning and expect our students to think about the needs of others. We do this by actively involving all our students in peer support, volunteer work outside the Academy (as part of their Duke of Edinburgh Award) and working alongside a variety of local / community groups.

**Diversity** - We will use RSE/PSHE education as a vehicle to address diversity issues and to ensure equality for all by ensuring all students are aware of the needs of diverse communities in which they live, especially the Deaf community. This is achieved through cross curricular approaches in BSL and other subjects.

## **6. Who does what? Roles and Responsibilities**

**RSE/PSHE Co-ordinator:**

- Leads the RSE/PSHE team
- Reports to the Assistant Principal Education
- Liaises with parents and carers about the content of the RSE/PSHE curriculum informing them of their legal right to withdrawal, whilst emphasising the benefits of RSE/PSHE
- Monitors and assesses provision of RSE/PSHE on a half-termly basis. This includes scrutiny of assessment, planning and delivery, learning walks, discussions with teachers

- Produces plans, as required
- Supports teachers, as necessary

#### **RSE/PSHE Team and teachers:**

(Which may at times include the school nurse, Therapies Team, Counsellors, Interpreters and outside, vetted visitors, care staff)

- Plan and deliver lessons according to the agreed RSE/PSHE program of study.
- Help to plan and deliver, in a sensitive way, RSE/PSHE lessons which meet the needs of our learners
- Regularly monitor and assess impact of these lessons on individuals and groups
- Support the provision of two members of staff in each RSE/PSHE lesson
- Attend relevant CPD training in RSE/PSHE and related topics

#### **Principals, Safeguarding Team and Governors**

- Monitor and assess the provision on a regular basis
- Encourage, monitor, challenge and question the delivery of RSE/PSHE across the Academy

### **7. What topics will be covered?**

RSE/PSHE and Citizenship concepts and objectives have been developed to produce the programme of study appropriate for our learners.

Topics covered in College will be:

- Health and Wellbeing (including RSE)
- Relationships (including RSE)
- Living in the Wider World: economic wellbeing, careers and the world of work

For our School learners topics will be:

- Healthy Lifestyles
- Relationships – Changing and Growing (including Sex Education)
- Relationships – Managing Emotions (including Sex Education)
- Self Awareness
- Self Care, Support and Safety
- The World I Live In

Education and Care work closely together to ensure RSE/PSHE is provided on a holistic basis. Residential students have opportunities to further explore their understanding of RSE/PSHE after education hours with care staff.

### **8. How will we teach RSE/PSHE?**

**Timetabled classes** – RSE/PSHE will be taught as a distinct subject, with the teaching style adapted to the subject covered. Topics will be taught in a “spiral” so concepts and skills are re-visited and consolidated on a regular basis. Lessons will be student led and may change in accordance with needs.

**Differentiation** – by age and stage of students. Each student will be placed in a group which best reflects their learning and social and emotional needs. This is managed through careful discussion with tutors, and SLT at the beginning of each year. Students may move groups if their needs change.

**Cross curricular links** will be emphasized in all other lessons. We will ensure cross-curricular learning by continual monitoring across the curriculum.

**Themed Assemblies** – Class led on specific topics and held approximately once per month

**Resources** – these will be sensitively chosen from PSHE Associations accredited resources, from Signhealth (Deaf Charity) and NDCS. All resources will be vetted and agreed in advance by RSE/PSHE lead.

**Careers Education** - All students will have regular access to workplace and careers education This will include workplace visits, opportunities for Young Enterprise and business development skills, work experience and supported internships. College students will have regular Work Experience opportunities, “preparation for work” curriculum and workplace visits from Tutors, Careers advisors, Occupational Therapists and Speech Therapists.

**Using local and Academy Data** – we will use national, local and Academy data trends (for example Safeguarding trends, FPA trends) to inform priorities in teaching RSE/PSHE

## **9. How do we create a safe and supportive learning environment for RSE/PSHE?**

RSE/PSHE is by its definition very personal, where students and staff can feel both empowered and vulnerable learning and sharing together. Because RSE/PSHE education works within students’ real-life experiences, it is essential to establish a safe learning environment.

A safe and supportive learning environment created by

- all teaching will be in an appropriate language for the students, such as British Sign Language, with CSW for staff below level 2 (with interpreters where needed for outside agencies), or speech for oral students, where language content meets the needs of the student.
- ensuring small, age appropriate class sizes
- specialist, fully trained staff
- applying best practice of having two staff members present, wherever possible
- setting ground rules each term regarding confidentiality (see “What is our policy on confidentiality?” below)
- where appropriate, outside agencies will be involved in delivery of aspects of the curriculum.
- Using distancing techniques – personal stories are not shared and all staff are given training / resources to help them in the use of these techniques.

Vulnerable or at-risk students supported by:

- referring to and following our Academy Safeguarding/Child Protection Policy and Prevent Policy
- consultation with parents and care provision as appropriate
- involving outside agencies in a timely and appropriate manner
- offering internal individual support. For example: referral to counselling, or educational psychology, referrals to the academy nurse, referrals to Inclusion Officers
- ensuring students are supported individually through “personal learning pathways”

## **10. What about Safeguarding?**

- Safeguarding is our top priority. The effective teaching of RSE/PSHE is to ensure all students have safe, positive relationships
- Teaching of RSE/PSHE can raise sensitive issues. All disclosures and safeguarding concerns will be handled in line with the Academy’s Safeguarding Policy (on website)
- Inclusion Officers (part of the safeguarding team) are available to follow up on any issues of concern or monitoring issues which do not yet fall into the category of Safeguarding.
- Every lesson includes a signpost – further support and help around issues / topics taught are clearly signposted to students
- All visitors will be either fully DBS checked (where possible) or possess a “roaming” DBS check which will be shown to HR before any sessions begin. Visitors will be accompanied on site at all times and throughout sessions.

## **11. What is our policy on confidentiality?**

**“In the room”** - As a general rule all RSE/PSHE sessions should remain “in the room”. Recording outcomes does not have to include personal details from discussions, unless areas of need or risk are identified. If a further need is identified this will be recorded and passed on to the RSE/PSHE lead to ensure follow up. If risk is identified, the Academy Safeguarding policy will be followed.

We will set the following ground rules (based on Academy values) at the start of every lesson to ensure a safe and confidential session.

**Communicator** – focus on what others are saying. Communicate your own ideas clearly in BSL

**Caring** – Be supportive in your comments to others. Don’t interrupt

**Committed** – we make a commitment to keep the conversation **in the room** only

**Respectful** – respect what others say. Don’t judge, don’t ask personal questions

**Positive** – contribute when you want to but you can “pass” if you don’t want to join in. This is OK

**Questions** – you can ask staff anything, but staff may need some time to reply (See How are questions answered? Below)

## **12. How will we ensure inclusion and differentiate learning?**

**Adapted for Deaf learners** - As in all areas of our curriculum, all teaching is adapted to meet the needs of our Deaf learners. Issues around identity, access to support, rights and responsibilities will be handled in a way which specifically supports the needs of our Deaf community. Advice from specialists in Deaf Education is continuously sought and acted upon. This includes BDA, BATOD, NDCS, Deaf Mind Health, Sign Health, and other agencies focused on Deaf education and development of the Deaf community.

**Additional Needs** - Where additional needs (other than Deafness) have been identified, RSE/PSHE will be delivered in a way consistent with the students’ individual needs. This may mean an adapted programme of study or adaptation to delivery. Every lesson/activity will be planned with this in mind. Differentiation is clearly shown in Schemes of Work and lesson plans for each topic.

## **13. How will we ensure the curriculum is balanced?**

**Discussion NOT debate** - While promoting the values above, we will ensure that students are offered a balanced programme by providing opportunities for students to discuss a wide range of issues in a safe and reflective environment. We will not set up polarising debates, rather discuss issues in the context of making informed choices about a range of issues. Discussions will always reflect our core Academy values. Students have the right to access information to ensure they can make choices to stay safe and healthy, and to protect and enforce their human rights. This will include clear, impartial information on controversial issues such as forced marriage, FGM, and abortion.

## **14. How will students’ questions be answered?**

**Honest and open** - Students’ questions will be answered honestly and openly, taking into account students prior learning and readiness. All questions are valued and considered. Some questions may have to have delayed answers as teachers will need to research or consult with colleagues first. Teachers will place these questions in the “Parking Area” in each classroom to be answered by themselves or others fully at a later date. *“That is a really interesting question and I need a little time to think because I want to give you a really good answer.”*

**Difficult or embarrassing questions** - We will allow students to raise anonymous questions by having a question box in each room for students to write their own questions. Each pupil will also have access to an iPad where they can

video a question and email directly to the RSE/PSHE team. Students with additional needs will have support from Learning Leaders to do this.

### **15. How will we assess this learning? What about qualifications?**

**Start where the students are** - We will ensure learning 'starts from where students are' by a rigorous assessment schedule. We are aware that many of our Deaf learners arrive with us with less understanding of RSE/PSHE issues than their hearing peers. We will seek to understand students' prior knowledge through baseline assessments in accordance to our internal banding structure (RSE objectives) quizzes, initial class discussions at the beginning of each year, and adjust the curriculum accordingly.

**Practical, regular Assessment** - Learning / understanding will be continually assessed through practical tasks where possible. Evidence of learning will be through photographic or video evidence, and pupil feedback, stored, in accordance with data safety guidelines, on OneNote. End of unit tasks will be set to assess learning – these might be practical, signed feedback or paper based, depending on the needs of the student and the unit covered. This will be recorded on the Academy tracking system.

**Practical, regular Assessment** - Learning / understanding will be continually assessed through practical tasks where possible. Evidence of learning will be through written, photographic or video evidence, and pupil feedback. End of unit tasks will be set to assess learning where appropriate – these might be practical, signed feedback, Kahoot or Quizlet quizzes or paper based, depending on the needs of the student and the unit covered. There will be assessment reviews at the end of a unit or every half term.

**Qualifications** - We are NOT teaching to qualifications, but rather with a view to empowering and equipping each student with the skills they need for a successful transition to adult life. Where appropriate, students may meet the criteria to obtain a recognition of achievement (Unit Award) from an awarding body.

**Other Awards** - Some students will also have the opportunity to study for First Aid Certificate, Food Hygiene Award, Bikeability Award, Driving Theory, in Education and Care.

**Additional Needs** – the focus for ALL our students, is on preparation for life. RSE/PSHE is focused on the needs of the student.

### **16. How does RSE/PSHE link with other curriculum areas?**

RSE/PSHE is linked to all other areas of the curriculum and staff are expected to point out links to students within their own subject areas as they occur. It is vital for our Deaf learners to make these links.

**BSL** – Deaf identity, Deaf culture, living in a diverse community, accessing help and support, rights to support, access to work

**English** – who am I? Communication. Accessing support. Diverse communities.

**Maths** – managing personal finance, problem solving and resilience

**Science** – healthy eating, body systems and healthy function, reproduction, drugs and alcohol

**Humanities** – diversity and equality, understanding different cultures

**PE** – health and exercise, looking after your body, team work and leadership skills

**Catering** – healthy eating, allergies, living in a diverse society

**Vocational Studies** – employability skills, working in the wider world, team and leadership

### **17. How do we use visitors in the classroom?**

We will ensure external contributors' input is part of a planned programme which will enhance our RSE/PSHE through their specific expertise. We will use visitors to inform and inspire our students. All visitors, and their

contribution, will be fully vetted beforehand and follow up lessons arranged to ensure full understanding. BSL interpreters will be used with outside agencies. (See Visitors Policy)

### **18. How will we involve and consult students?**

**Student Council** - Students have been involved in the creation of this policy through consultations with the student council. Students will have opportunities throughout the Academy to make their views known.

### **19. How will parents and carers be involved?**

**Parents/carers access all areas** - We are committed to working with parents and carers. We will offer support by involving parents and carers in the planning of RSE/PSHE, termly consultation to ensure our priorities match those at home as closely as possible. Parents and carers are encouraged to look at the schemes of work and initiate conversations at home with their young people

In our Care provision staff will continue the holistic approach with regard to RSE/PSHE. Therapies Team and Inclusion Officers support this on a weekly basis.

We will communicate to parents and carers about their right to withdraw their children from the non-statutory parts of Sex and Relationships Education (if the young person is under 18 or deemed to lack capacity) by letter in advance of the term in which it will be taught.

When relevant, parents will be sent information and links to suitable resources they can use with their young people. This might include helpful websites, links to new developments and legislation, links to support they can access with or on behalf of their young person.