

## The Federation of Heathfield and St Francis Schools



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### STATUTORY POLICY

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## The Federation of Heathfield and St Francis School Relationships and Sex Education Policy

Policy By: Rachel Weldon, Executive Headteacher

Date: September 2020

Signed: *Chris Mowat*

Chair of Governors

To be reviewed: Annually

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## 1. Aims

We believe that children have a right to information about themselves and their bodies. Working in partnership with parents is essential, they are consulted on this area of work and have the opportunity to discuss the programme with staff. In this way they become acquainted with the programme and the resources.

Relationships and Sex Education is encompassed within personal development.

We believe that Relationships and Sex Education should:

- develop understanding in a way that is appropriate to the child's age and/or level of development;
- support and complement that provided by parents and have regard to parents views about its content and presentation;
- provide accurate biological facts and access to information;
- enable children to develop and practice skills of communication and interpersonal relationships, including identifying and managing feelings;
- provide support for pupils' physical, emotional and sexual development;
- offer guidance on general behaviour;
- maintain the dignity and privacy of pupils;
- lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner;
- enable children to recognise the physical, emotional and moral implications, and risks of certain types of behaviour and to accept that all individuals must behave responsibly in their relationships;

- 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; and
- teach pupils the correct vocabulary to describe themselves and their bodies

Our Aims are:

- to develop the pupils' existing knowledge and understanding;
- to promote the pupils' respect for themselves and others;
- to promote responsible behaviour that does not cause risks to the child's self or others;
- to develop skills in making informed decisions and combating exploitation and peer pressure; and
- to appreciate the value of stable family life and the responsibilities of parenthood.

The Objectives are:

- to deliver a relationships and sex curriculum that is understood by parents/carers and takes their views into account;
- to improve staff skills in teaching relationships and sex education to pupils with a wide range of special educational needs; and
- to develop a bank of accessible and effective resources that is supportive to improved teaching and learning.

## **2. Statutory Requirements**

Primary:

As maintained special schools we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Secondary:

As a maintained all age special school we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the Federation of Heathfield and St Francis we teach RSE as set out in this policy.

## **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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and comment as required.
- Pupil consultation – This did not take place due to the learning needs of our pupils. As a team of professionals and working closely with parents we have identified what individual pupils need from their PSHE/ RSE curriculum
- Ratification – once amendments were made, the policy was shared with governors and ratified

#### **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 is not about the promotion of sexual activity.

Our aims and objectives will be achieved by the following means:

- the delivery of a relationships and sex curriculum, within the framework of PSHE, which is appropriate to the needs of the pupils and offers opportunities for continuity and progression within the subject;
- where required, an individualised and bespoke programme;
- the use of methods that are effective in the teaching of sensitive content including interactive activities and materials that are appropriate to age, learning needs and emotional development;
- the use of a wide range of resources, including the Hampshire publication ‘Supporting Personal Development Learning – Guidelines for Schools’, as well as books, published work schemes, DVDs, pictures, objects, toys and games;
- a school ethos that promotes the development of self esteem, independence, interpersonal skills and responsibility;
- a collaborative approach involving education, health and other professionals; and
- through the implementation of a planned relationships and sex programme geared to the development of skills, knowledge and attitudes/values for pupils at different ages and stages of development.

#### **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 and staff, taking into account the age, special educational 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.

Sex education is not compulsory for primary phase, however where deemed appropriate 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, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions, where deemed appropriate. On occasions pupils will receive one to one sessions, this will be in discussion with the parents/carers.

Primary phase:

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.

Secondary and FE phase:

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, where appropriate

Our learners have complex learning needs and some of these topics may not be delivered as they are not deemed appropriate. On occasions, learners will receive one to one teaching when certain aspects of the guidance is relevant.

To support our pupils learning real pictures maybe used, where deemed appropriate, to facilitate teaching and learning.

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 Board**

The governing board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Chris Mouat, Chair of Governors and Rachel Weldon, Executive Headteacher.

### **7.2 The Executive Headteacher and Heads of School**

The Executive Headteacher and Heads of School are responsible for ensuring that RSE is taught consistently across the Federation, 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
- Liaising with parents
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

All teachers across the federation have responsibility for teaching RSE to the pupils in their class. 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 Executive Headteacher.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE, at their appropriate level. They are supported to learn issues related to RSE and to treat others with respect and sensitivity.

## **8. Parents' Right to Withdraw**

Primary Phase:

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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary and FE phase:

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 Executive Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School 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**

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

The Federation will also seek support from the school nurse or other professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Area of Learning Co-ordinators Louise Park and Debbie Urry, through:

- Planning scrutinises
- Learning walks
- Professional dialogue
- Training feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Louise Park and Debbie Urry annually. At every review, the policy will be approved by the governing body via Chris Mouat, Chair of Governors and Rachel Weldon, Executive Headteacher.

## Appendix 1: Curriculum Map

### PSHE/RSE Curriculum Map

	 <p><b>St Francis EYFS/KS1</b></p>	 <p><b>Heathfield EYFS/KS1</b></p>
Cycle 1 Autumn	<p>Fairy Tales</p> <p><u>Making relationships:</u> New school team, new friends, friends and carers.</p> <p><u>My dreams and goals:</u> Likes/Dislikes, jobs they'd like to do (where appropriate to their level of understanding), imaginative play.</p>	<p>Marvellous Me</p> <p><u>My special people/Self-awareness/Healthy Relationships)</u> To identify their special people, what makes them special and how special people should care for one another.</p> <p><u>Working well with others/The World I Live In</u> To develop their role in the life of the classroom and school. Develop awareness and understanding of class rules.</p>
Cycle 1 Spring	<p>Whatever the weather!</p> <p><u>Staying Safe:</u> Clothing for weather, asking for help, safety outside when playing etc.</p> <p><u>Clean Planet:</u> Recycling, litter picking, Exploring the oceans and animals that live there.</p>	<p>A Sailor Went To Sea</p> <p><u>Keeping safe/Self-care, Support &amp; Safety/Health and Wellbeing</u> Exploring ways in which technology can be used to communicate with other people. To learn rules for online safety</p> <p><u>Other people are special too/Relationships</u> Respond with curiosity to stimuli which depicts facial expressions representing different emotions/feelings. Explore what makes us feel different emotions.</p>
Cycle 1 Summer	<p>Superworm</p> <p><u>Helping at home:</u> Role playing different "jobs" around the home, home corner, shopping.</p> <p><u>Changes:</u> Growing up, key transitions in their lives.</p>	<p>Let's Get Physical</p> <p><u>Keeping safe/Health and Wellbeing</u> Develop understanding of how to keep ourselves safe on the outside (our physical body). Link with road, water &amp; fire safety</p> <p><u>Caring for myself/Healthy Lifestyles</u> To learn about healthy lifestyles including physical activity, rest, healthy eating and dental health.</p>
Cycle 2 Autumn	<p>All Aboard!</p> <p><u>Making relationships:</u> New school team, new friends, friends and carers.</p>	<p>Snap, Crackle Pop!</p> <p><u>Respecting Rights/Living in the Wider World</u> Respecting the needs and rights of ourselves and others</p>

	<p><u>My Community:</u> Places of importance, home, respite, school. Role play areas of relevant places.</p>	<p><u>Relationships/Health and Wellbeing</u> Learning about different kinds of feelings; exploring how to manage feelings. Appropriate and inappropriate touch</p>
Cycle 2 Spring	<p>Fee, Fi, fo, Fum <u>Healthy Me:</u> Healthy and unhealthy foods, tasting, cooking, playing with, trying new things.</p> <p><u>We are all different:</u> preferences, looks, family.</p>	<p>Where In The World? <u>Working well together/Relationships</u> Learning to listen to others and play cooperatively <u>My body is important/Health and Wellbeing</u> Naming the main parts of the body. Similarities and differences between boys and girls. Develop understanding of 'privacy.'</p>
Cycle 2 Summer	<p>We're Going on a Bearhunt <u>Be Kind:</u> Manners, Bullying (at appropriate level), Sharing, Play skills</p> <p><u>Changes:</u> Moving to new classes, major changes in their lives</p>	<p>Blooming Marvellous <u>Growing and Changing/Health and Wellbeing</u> Learning about the process of growing from young to old <u>We are all different/Relationships</u> Respecting and celebrating the differences and similarities between people</p>
Cycle 3 Autumn	<p>Superheroes <u>Making relationships:</u> New school team, new friends, friends and carers. <u>Feelings and Emotions:</u> How do we feel? How do others feel?</p>	<p>3 Little Pigs <u>Working well with others/The World I Live In</u> To develop their role in the life of the classroom and school. Develop awareness and understanding of class rules. <u>Feelings and Emotions/Relationships</u> Sharing feelings; recognising how others are feeling.</p>
Cycle 3 Spring	<p>We're Going to the Zoo <u>Our Planet:</u> Caring for people, plants, animals. Role play vets, hospitals, explorers.</p> <p><u>Diverse World:</u> Cultures, beliefs, ways of life around the world. Comparisons. Role plays, different ethnic dolls/dress up etc.</p>	<p>Animals, Babies and Habitats <u>Caring for others/Living in the Wider World</u> Respecting the needs of ourselves and others</p> <p><u>Unique and the Same/Living in the Wider World</u> Exploring the ways we are unique and the same as other people</p>
Cycle 3 Summer	<p>We're all going on a Summer Holiday <u>It's good to be me!</u> Achievements through the year, celebrations, Things we like, things we don't, talents.</p> <p><u>Changes:</u> Moving to new classes, major changes in their lives</p>	<p>Let's Pop To The Shops <u>Growing and Changing/Health and Wellbeing</u> Growing and changing. What can I do now?</p> <p><u>Good to be Me/Health and Wellbeing</u> Recognise and celebrate what they are good at</p>

	 <b>St Francis KS2</b>	 <b>Heathfield LKS2</b>
Cycle 1 Autumn	The Land before Time  Feeling good  People who help us.	How We Used To Live <u>Settling in &amp; making rules/Living in the Wider World</u> Develop understanding of how rules keep us safe; participate in making rules <u>Valuing Difference/Relationships</u> Differences and similarities between people, but understand everyone is equal
Cycle 1 Spring	Pirates & Mermaid  World of work  Keeping safe	Water, Water, Everywhere <u>Healthy Relationships/Relationships</u> What makes a good friendship? Resolving conflict. Recognising how actions affect others <u>Keeping safe online/Health and Wellbeing</u> Internet safety and safety rules <u>Keeping safe/Health and Wellbeing</u> Managing risks and keeping safe indoors and outside
Cycle 1 Summer	The rainforest  Being healthy  Looking at the world.	Food Glorious Food <u>Healthy food choices/Personal hygiene/Health and Wellbeing</u> What is a balanced diet? Exploring personal choices about food. Learn about simple hygiene routines. Growing and changing; human life cycle <u>My Achievements/Health and Wellbeing</u> To recognise their achievements and set personal targets for the future <u>Transitions and managing change/Health &amp; Wellbeing</u> Preparing pupils for transition to new class/key stage.
Cycle2 Autumn	Let's Party  Being involved in the community  People who help keep us healthy	We've Got the Power <u>Settling in &amp; making rules/Living in the Wider World</u> Develop understanding of how rules keep us safe; participate in making rules  <u>We've all got rights/Living in the Wider World</u> Learn about how universal rights are there to protect everyone
Cycle 2 Spring	Hocus Pocus	Time Team <u>Keeping safe online/Health and Wellbeing</u>

	<p>People and their work.</p> <p>Friendship</p>	<p>Internet safety and safety rules</p> <p><u>In someone else's shoes/Relationships</u> Recognising how actions affect others; feelings on the inside</p> <p><u>Valuing Difference/Relationships</u> Differences and similarities between people, but understand everyone is equal</p>
<p>Cycle 2 Summer</p>	<p>A magic carpet ride</p> <p>My body</p> <p>Keeping safe</p>	<p>Extreme Earth</p> <p><u>Transitions and managing change/Health &amp; Wellbeing</u> Preparing pupils for transition to new class/key stage.</p> <p><u>Focus on feelings/Health and Wellbeing</u> To explore a wider range of feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><u>Physical contact/Healthy Relationships/Keeping Safe</u> Difference between acceptable and unacceptable physical contact. People who help them stay healthy and safe</p>
<p>Cycle 3 Autumn</p>	<p>Space – to infinity and beyond.</p> <p>People at work</p> <p>British values</p>	
<p>Cycle 3 Spring</p>	<p>Circus – clowns and acrobats</p> <p>Relationships</p> <p>Feeling good- emotions.</p>	
<p>Cycle 3 Summer</p>	<p>Journeys/ Transport- We all go travelling by!</p> <p>Being healthy</p> <p>Changes and new beginnings.</p>	

 <p><b>St Francis KS3</b></p>	 <p><b>Heathfield UKS2</b></p>	
<p>Year one (All learners follow ASDAN New Horizon for PSHE curriculum)</p>		
<p>Earth &amp; Beyond</p> <p>Personal section P1-P5 Including My Challenge (If not already completed) RSE1</p>	<p>Cycle 1 Autumn</p>	<p>Final Frontier <u>Relationships/Resolving Differences/Living in the Wider world (R7)(L8)</u> Resolving differences, respecting different points of view and making their own decisions To understand that their actions affect themselves and others <u>Rules and Laws/Living in the Wider World (L2)</u> Why and how laws are rules and laws are made. How to take part in making rules</p>
<p>Seasons</p> <p>H1- Personal care Including my challenge- H HE8/10</p>	<p>Cycle 1 Spring</p>	<p>Become An Explorer <u>Keeping safe online/Health and Wellbeing (H22/H25):</u> Develop strategies for managing personal safety online <u>Physical and Emotional Safety/ Health and Wellbeing H21</u> Strategies for managing personal safety in their environment</p>
<p>Senses</p> <p>R5- Feelings HE6</p>	<p>Cycle 1 Summer</p>	<p>Changes <u>Growing and Changing/Health and Wellbeing (H18/H19):</u> To understand how their body will, and their emotions may change as they approach and move through puberty. To learn about human reproduction(Year 6s only) <u>Healthy relationships/(R8/R5/R19):</u> Acceptable/Unacceptable physical contact. Exploring stable &amp; loving relationships.  <u>Transitions and managing change:</u> Year 6s: Preparing pupils for transition to secondary school.</p>
<p>Health for life</p> <p>H2- keeping fit H3- Healthy eating HE6/8/9/10</p>	<p>Cycle 2 Autumn</p>	<p>May The Force Be With You <u>Valuing difference, Respectful Relationships (R13/16/17):</u> To recognise that differences and similarities between people arise from a number of factors. To recognise and challenge stereotypes. <u>Working together/Relationships(R11/R12)</u> Working towards shared goals</p>

		Develop strategies to resolve disputes and conflict
Environment R2- Understanding changes (Letter to be sent to parents) HE12	Cycle 2 Spring	<p>Under Our Feet <u>Keeping safe online/Health and Wellbeing (H22/H24/H25):</u> Develop strategies for managing personal safety online, including use of mobile phones. <u>Risks and pressures/Health and Wellbeing/Relationships (H17) (R3/R15)</u> Some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) To recognise ways in which a relationship can be unhealthy / peer pressure</p> <p><u>Active Citizenship/Being Part of a community/Living in the wider world (L7):</u> That we have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. What it means to be part of a community</p>
Fashion R3- Public and private Including my challenge- R (Letter to be sent to parents) RSE4	Cycle 2 Summer	<p>Growth And Change <u>People and Places/Living in the Wider world (L11/L12)</u> To think about the lives of people living in other places, and people with different values and customs. To appreciate the range of national, regional, religious and ethnic identities in the UK. <u>Healthy relationships/(R8/R5/R19):</u> Acceptable/Unacceptable physical contact. Exploring stable &amp; loving relationships. <u>Growing and Changing/Health and Wellbeing (H18/H19):</u> To understand how their body will, and their emotions may change as they approach and move through puberty. To learn about human reproduction(Year 6s only) <u>Transitions and managing change/Health &amp; Wellbeing (H8):</u> Year 6s: Preparing pupils for transition to secondary school.</p>
Year 2		
Roald Dahl		
Personal section P1-P5		

<p>Including My Challenge (If not already completed) RSE1</p>	
<p>To the Rescue  H5- Health related occupations HE10</p>	
<p>Food and Drink  C1- Having your say HE6</p>	
<p>Ourselves  R4- Making friends RSE2</p>	
<p>Farming &amp; Countryside  C4- Environment</p>	
<p>Lights, camera, action  C5- People who help us. Including My challenge- C RSE4</p>	
<p>Year 3</p>	
<p>Holidays  Personal section P1-P5 Including My Challenge RSE1</p>	
<p>Water  S1- Friends RSE1</p>	
<p>My Busy Body (Me)  S4-Helping others HE6/8/9/10</p>	
<p>Growth (Plants)  S3- Different communities</p>	

Animals and Habitats	
S5- Careers Including my challenge - S	
Local History	
R1- Our bodies ( <u>Letter to be sent to parents</u> ) HE12	



**St Francis KS4 - the curriculum incorporates aspects of the EQUALs framework.**

Yr 1 Autumn 1	Enquiry and Sensory- Personal care and presentation (GT)/ Personal hygiene (A) MF11 HE10- Health prevention
Yr 1 Autumn 2	Enquiry- Relationships (T)/ Family and friends (E) MF18 RSE1/2/5- Families, Respectful relationships and intimate relationships  Sensory- Emergency services (A) RSE4- Being safe
Yr 1 Spring 1	Enquiry- Emergency services (A) RSE4- Being safe  Sensory- Relationships (T)/ RSE2- Respectful relationships
Yr 1 Spring 2	Enquiry- Body awareness and physical changes (E)/ Sex Ed and reproduction (A) RSE12- Changing adolescent bodies ( <u>Letter to be sent to parents</u> )  Sensory- Body awareness HE12- Changing bodies
Yr 1 Summer 1	Enquiry- Road safety (A)/ Travel training (V) RSE4- Being safe  Sensory- Emotions (T) HE6- Mental Well-being
Yr 1 summer 2	Enquiry- Democracy – Rights and responsibilities (GT) FG8/ FG18  Sensory- Local environmental issues. (A)

<b>KS4 - Year 2</b>	
Yr 2 Autumn 1	<p>Enquiry- Local environmental issues (A) KH8</p> <p>Sensory- Healthy lifestyle (E) HE6/8/9- Mental well-being/ physical health and fitness/ healthy eating.</p>
Yr 2 Autumn 2	<p>Enquiry- Mini Enterprise – financial planning (E) KH14</p> <p>Sensory- Mini Enterprise (T)</p>
Yr 2 Spring 1	<p>Enquiry- Advocacy and self-expression (V)/ Emotions (T) MC1/ MC8/ MC11 HE6- Mental well-being</p> <p>Sensory- Advocacy and self-expression (V) HE6- Mental well-being</p>
Yr 2 Spring 2	<p>Enquiry- Healthy lifestyle (E) MC9 HE8/9/10- Physical health and fitness/ Healthy eating/ Health and prevention</p> <p>Sensory- Family and friends (E) RSE1/2- Families / respectful relationships, including friendships.</p>
Yr 2 Summer 1	<p>Enquiry- Body awareness and physical changes (E)/ Sex Ed and reproduction (A) RSE12- Changing adolescent bodies (<u>Letter to be sent to parents</u>)</p> <p>Sensory- Body awareness HE12- Changing bodies</p>
Yr 2 Summer 2	<p>Enquiry- School newsletter (V) FG1/ FG18</p> <p>Sensory- School / class newsletter (V)</p>

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Year 1 Autumn 1	Enquiry- Family and friends RSE1/2/5 – Families/ Respectful relationships including friendships/Intimate relationships Sensory- Body awareness HE12
Year 1 Autumn 2	Enquiry- Emotions / self-advocacy HE6- Mental well-being Sensory- Body awareness HE12
Year 1 Spring 1	Enquiry- Basic first aid HE11- Basic first aid Sensory- Exploring Recycling-LSC-2086
Year 1 Spring 2	Enquiry- Personal hygiene HE10- Health prevention Sensory- Exploring Recycling-LSC-2086
Year 1 Summer 1	Enquiry- Being safe – Emergency services / people who can help us. RSE4- Being safe Sensory- Showing consideration for others- Being with friendsLSC-1036 RSE-1
Year 1 Summer 2	Enquiry- Our changing bodies (To be taught to meet the needs of the learners. This may be taught in boys/ girls group).  HE12- Changing adolescent bodies ( <u>Letter to be sent to parents</u> )  Sensory- Showing consideration for others- Being with friends LSC-1036 RSE-1
Year 2 Autumn 1	Enquiry- Relationships with different people in their lives (to include appropriate touch)  RSE1/2/5 – Families/ Respectful relationships including friendships/Intimate relationships ( <u>Letter to be sent to parents</u> )  Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 2 Autumn 2	Enquiry- Environmental awareness  Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 2 Spring 1	Enquiry- Basic first aid HE11- Basic first aid

	Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 2 Spring 2	Enquiry- Healthy eating HE9- Healthy eating  Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 2 Summer 1	Enquiry- Being safe – in the community (Public and private/ stranger danger/ road safety). RSE4- Being safe  Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 2 Summer 2	Enquiry- Coping with puberty. (To be taught to meet the needs of the learners. This may be taught in boys/ girls group). HE12- Changing adolescent bodies      ( <u>Letter to be sent to parents</u> )  Sensory- Personal care routines sensory (TI)- over the year HE6/10
Year 3 Autumn 1	Enquiry- Relationships RSE1/2/5 – Families/ Respectful relationships including friendships/Intimate relationships  Sensory- Body awareness HE12
Year 3 Autumn 2	Enquiry- Global Citizenship  Sensory- Body awareness HE12
Year 3 Spring 1	Enquiry- Personal care and presentation HE10- Health prevention  Sensory- Experiencing activities related to Health and Hygiene- LSC-2060 HE6/10
Year 3 Spring 2	Enquiry- Healthy lifestyles (to include health prevention) HE8/9/10- Physical health and fitness, Healthy eating, Health prevention Sensory- Experiencing activities related to Health and Hygiene- LSC-2060 HE6/10
Year 3 Summer 1	Enquiry- Being safe- Safety in the home RSE4- Being safe  Sensory- Group nature project- LSC1232 (Focus on working with others / making choices)

Year 3 Summer 2	Enquiry- Body awareness and physical changes. (To be taught to meet the needs of the learners. This may be taught in boys/ girls group). HE12- Changing adolescent bodies ( <u>Letter to be sent to parents</u> )  Sensory- Group nature project- LSC1232 (Focus on working with others / making choices)
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## Appendix 2

By the end of **primary school** pupils should know the following (this is the Government's guidance, however these topics will be delivered to meet the needs of our learners, some aspects will not be deemed appropriate).

### Topics Pupils Should Know:

Families and people who care about me:

- 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

Caring friendships:

- 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

Respectful relationships:

- 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

#### Online relationships:

- 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

#### Being safe:

- 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** pupils should know the following (this is the Government's guidance, however these topics will be delivered to meet the needs of our learners, some aspects will not be deemed appropriate).

#### Topics Pupils Should Know:

##### Families:

- 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:

- 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
- 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

#### Online and media:

- 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

#### Being safe:

- 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)

#### Intimate and sexual relationships, including sexual health:

- 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
- 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

