

PS31 RSHE POLICY

Policy Number	PS31
Policy Name	Relationships, Sex and Health Education Policy
Issue Date	July 2023
Review Date	July 2024
Owner	Headteacher
Reviewing Body	School Governing Body

Contents

1. Aims.....	.....
2. Statutory requirements .....	.....
3. Policy development.....	.....
4. Definition.....	.....
5. Curriculum .....	.....
6. Delivery of RSHE.....	.....
6.0 Delivery of RSHE.....	.....
7. Use of external organisations and materials.....	.....
8. Roles and responsibilities.....	.....
9. Parents' right to withdraw .....	.....
10. Training.....	.....
11. Monitoring arrangements .....	.....
Appendix 1: Curriculum map.....	.....
Appendix 2: By the end of the Primary Phase (4-11) students should know .....	.....
Appendix 2: By the end of the Secondary Phase students should know: .....	.....
Appendix 3: Parent form: withdrawal from sex education within RSHE 32	

School consultation taken place concerning the implementation of the 2020 guidance in RSHE:

	Parents/Carers	Teachers	School Governors/Trustees

1. Aims

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Teach high quality, age and developmentally appropriate, student-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities.
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Support students to have a voice and to develop their ability to use it to make meaningful choices in their lives.
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote a culture of tolerance and respect, where diversity is celebrated and all forms of discrimination are challenged.
- Teach them the skills, understanding and information they need for life, to enable them to stay safe and flourish, not just in childhood but into adulthood and for the rest of their lives.
- Equip our students for life in 21st century Britain, enabling them to embrace diversity, make the most of technology, understand the importance of, and develop skills which lead them to be able to sustain healthy and strong relationships.

2. Statutory requirements

As a non-maintained all through school, we must provide relationships education to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to the [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

Sections 406 and 407 of the Education Act 1996 Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Portfield School, we teach Relationships, Sex and Health Education (RSHE) as set out in this policy.

We acknowledge that parents / carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents/ carers to present our RSHE curriculum as well as hear from them about any concerns or questions they have. We are clear that our aim is to educate students about these important subjects alongside parents and carers.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE 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, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

There will be an emphasis on Preparation for Adulthood Outcomes including carrying out personal care routines, future plans and employment, healthy living, independent living, making choices and having a voice and being active members of the community.

Every class throughout the school follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and Attitudes	Keeping Safe	People who can help me	Lifecycles

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 RSHE

- The Early Years, Primary, Secondary and 6th form curriculum maps all follow the themes of the RSHE curriculum.
- Our curriculum framework is a guideline to be adapted, differentiated and tailored to suit the needs, ability and learning preferences of each student. Areas from previous or future topics may need to be covered at different times for certain students. A flexible approach is needed and all teaching must be age and developmentally appropriate. A unique pathway may need to be identified, covering some topics from earlier years and some from future years in order to meet the needs of an individual.
- In Reception and infants, RSHE is taught throughout the curriculum as part of continuous provision. The RSHE themes run throughout the school year but there will be particular focus on certain areas in set terms.
- Throughout the rest of the school, RSHE is taught as a discrete subject. Primary, Secondary and 6th form classes teach RSHE at the same time each week to enable students to move between groups where appropriate.
- 17% of the students in school are female or non-binary. This means that there is often one or at most two girls in a class group. For this reason female and non-binary students are taught RSHE lessons in a separate group in Secondary and 6th form to enable them to feel comfortable to discuss sensitive issues.

6.0 Delivery of RSHE

6.1 The Primary Phase will cover:

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 RSHE curriculum, see Appendices 1 and 2.

6.2 The Secondary Phase will cover:

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 RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. We believe the teaching of sex education alongside relationship education will help to ready students for their life in 21st Century Britain. This will include topics like sex, the advantages of delaying sexual activity and the importance of consent, positive sexual relationships, contraception, pregnancy choices, domestic violence etc.

See appendices for full list of content.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - Small groups or targeted sessions

- o 1-to-1 discussions
- o Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSHE guidance
- o Would support students in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our students
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - o Are age-appropriate
 - o Are in line with students' developmental stage
 - o Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say “no” or, in extreme cases, stop a session

- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

A named governor will be responsible for the quality assurance of the policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The staff members responsible for coordinating RSHE across the school are the Headteacher, Assistant Headteacher for the Primary Phase, Assistant Headteacher for the Secondary Phase, Assistant Headteacher for 6th Form. All class teachers are responsible for delivering the RSHE curriculum to their groups.

Class teachers will receive training, at least termly. Any questions regarding this policy or the RSHE curriculum should be directed to the Headteacher.

8.4 Students

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

9. Parents' right to withdraw

9.1 The Primary Phase (age 4-11)

9.1.1 Parents do not have the right to withdraw their children from relationships education.

9.1.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

9.1.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding concerns.

9.1.4 Alternative school work will be given to students who are withdrawn from sex education.

9.2 The Secondary Phase (age 11-19)

9.2.1 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE 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.

9.2.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding concerns.

9.2.3 A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

9.2.4 This action can include but is not limited to:

Arranging for materials to be sent home to parents. Arranging for 1:1 RSHE sessions for the student.

Arranging for parental sessions with teaching staff to discuss the delivery and content.

Providing extra science lessons to ensure that the statutory content is covered, and the student is given time to ask relevant questions.

9.2.5 Alternative school work will be given to students who are withdrawn from sex education.

10. Training

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

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

11. Monitoring arrangements

11.1 The delivery of RSHE is monitored by the headteacher through:

- Learning walks
- Lesson observations Planning scrutiny
- Work scrutiny Student voice Parent voice

11.2 Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

11.3 This policy will be reviewed by Anna Hewitt, Acting Headteacher annually. At every review, the policy will be approved by the school governing board.

Appendix 1: Curriculum map

Relationships, Sex and Health Education Curriculum Map

RSHE Curriculum

This curriculum framework is a guideline to be adapted, differentiated and tailored to suit the needs, ability and learning preferences of each student. Areas from previous or future topics may need to be covered at different times for certain students. A flexible approach is needed and all teaching must be age and developmentally appropriate. A unique pathway may need to be identified, covering some topics from earlier years and some from future years in order to meet the needs of an individual.

The way that you teach and organise your lessons will depend on the needs of your group and the topics can be selected and arranged to meet these needs effectively. Parents should be kept informed throughout the year so that they can support at home and reinforce the key messages.

Each phase should teach RSHE at the same time on the same day each week so that students can join a different group if this would be more appropriate for their needs I level of understanding, for example some children begin to go through puberty aged 8.

The lessons should be taught in a dynamic way, incorporating a range of activities in each session, for example: Role play: practicing saying 'no!' in an assertive way and acting out 'safe and unsafe' interactions and evaluating them as a group in terms of body language, appropriate proximity, eye gaze (e.g. not staring at private areas of the other person's body), social and cooperative games, interactive PowerPoints, using a range of engaging resources.

Themes that will run throughout a students' school life and underpin everything we do at Portfield School:

- Safeguarding: Knowing who is the DSL and who the DDSLs are. How can I report something that has happened I is happening I something I am worried about. Staff being alert to disclosures, changes in behaviors', topics of discussion etc.
- PFA Outcomes underpin the curriculum with an emphasis on independent living, carrying out personal care routines, future plans and employment, healthy living, making choices and having a voice and being active members of the community.
- The multidisciplinary team comprising therapists, teachers and teaching assistants work closely together to ensure a holistic approach.
- Supporting students to make sense of their experience(s) and find ways to manage their emotions and feelings by creating an environment of safety, connection and compassion at all times
- Teaching consent through everything we do.
- Reinforcing public and private areas and touch.
- Awareness of safe and unsafe people.
- An emphasis on having a voice and supporting students to develop their ability to use it to make meaningful choices their lives.
- A trauma informed curriculum, following the 5 principles of trauma informed care: Safety, choice, collaboration, trustworthiness and empowerment.
- Promoting a culture of tolerance and respect, where diversity is celebrated and challenging all forms of discrimination. [2010 Equality Act, the Protected Characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation].

Each class follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me:	Lifecycles

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stepping Stones 4-5 Early Years Curriculum is topic based and includes elements of continuous provision The RSHE themes will run throughout the school year but there will be particular focus on certain areas in set terms.	Relationships: Positive interactions, initiating interactions, turn taking, parallel play, sharing toys resources/ space, who is in my family, who is in my class, who is important to me. Consent within relationships. Staying safe (road safety, water safety).	Relationships: Positive interactions, initiating interactions, turn taking, parallel play, sharing toys resources/ space, Who is in my family, who is in my class, who is important to me? Consent within relationships. Staying safe (road safety, water safety).	Myself: Expressing likes and dislikes, Showing a preference, making choices, Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation) My class routines, developing independence.	Myself: Expressing likes and dislikes, Showing a preference, making choices, Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation) My class routines, developing independence.	Mybody: Identifying and naming body parts, consent and saying 'no'. Positive touch, self-regulation and self-regulating activities. Healthy Living incl. exercise and fun with food. Personal care routines. Staying Healthy Trying new foods.	Mybody: Identifying and naming body parts, consent and saying 'no'. Positive touch, self-regulation and self-regulating Activities. Healthy living incl. exercise and fun with food. Personal care routines. Staying Healthy Trying new foods.

PEIC-D /SAPP, Intensive Interaction, Iden-ti-play, Tac Pac, Turn Taking, Sharing, Playing Alongside /

<p>Avon /Stour</p> <p>6-8</p>	<p>Me and My body:</p> <p>How has my body changed, why is it changing, why are we all different?</p> <p>Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Personal care routines.</p>	<p>Relationships:</p> <p>How can I be a good friend, celebrating diversity and difference (including different types of family), positive and negative behaviors' in friendships (incl. bullying) repairing relationships / miscommunications</p>	<p>Feelings:</p> <p>What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings?</p>	<p>Keeping Safe and looking after myself:</p> <p>Keeping healthy (diet, exercise, wellbeing) Consent, keeping secrets</p>	<p>People who help me:</p> <p>Who are my safe people - who can I talk to if I feel anxious / unhappy? Who helps me in the community: dentist, doctor, shop keeper, haircuts etc. (Incl social stories about these visits)</p>	<p>Lifecycles:</p> <p>How do different animals look after their babies? Pregnancy. Sequencing bodies from baby to elderly person. What happens to peoples bodies as they get older?</p>
<p>Shell Bay 7-9</p>	<p>Me and my body:</p> <p>How has my body changed already and how will it change as I get older?</p> <p>Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Personal care</p>	<p>Relationships:</p> <p>What are the important relationships in my life right now? How can I be a good friend and how do I know whether someone is being a good friend to me? Bullying. What is love, how can we show love? Same sex relationships</p>	<p>Feelings and attitudes:</p> <p>What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings? How do I feel about growing up and changing?</p> <p>Identifying emotions and reasons behind them in self and others</p>	<p>Keeping Safe: Safe and unsafe people ('tricky' people Who could I approach in the community if I was in trouble), Safe and unsafe conversations (Who can you talk to about what? Ensure they know who the safeguarding leads are) Introducing online safety</p>	<p>People who help me:</p> <p>Who can I talk to if I want help / advise? Who are my safe adults? Emergency services and their roles.</p>	<p>Lifecycles:</p> <p>Why does having a baby need a male and a female? What are eggs & sperm? How do different animals look after their babies? Pregnancy and birth. Sequencing ages: What happens when people get older?</p>

<p>Studland 7-9</p>	<p>Me and my body: How has my body changed already and how will it change as I get older? Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc. Personal care routines.</p>	<p>Relationships: What are the important relationships in my life right now? How can I be a good friend and how do I know whether someone is being a good friend to me? Bullying. What is love, how can we show love? Same sex relationships.</p>	<p>Feelings and attitudes: What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings? How do I feel about growing up and changing? Identifying emotions and reasons behind them in self and others. Growth mindset.</p>	<p>Keeping Safe: Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? Ensure they know who the safeguarding leads are) Introducing online safety.</p>	<p>People who help me: Who can I talk to if I want help / advice? Who are my safe adults? Emergency services and their roles.</p>	<p>Lifecycles: Why does having a baby need a male and a female? What are eggs & sperm? How do different animals look after their babies? Pregnancy and birth. Sequencing ages: What happens when people get older?</p>
----------------------------	--	---	--	--	---	--

<p>Sandbanks 9-11</p>	<p>Me and my body: What is puberty – what happens and when? Periods, erections, pubic hair, Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc. Where is it ok for me to be naked I touch myself? Changing sanitary towels etc.</p>	<p>Relationships: Who are my important people (photos of key family, friends, care worker etc.)? Positive interaction, initiating interaction. Appropriate behaviour within these relationships E.g. I can hug and kiss mum, I cannot hug and kiss my teacher. Public and private. Different families.</p>	<p>Feelings and attitudes: Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation) Identifying basic emotions in self and others with visual support. What do I do if I have sexual feelings - when and where can I masturbate?</p>	<p>Keeping Safe: Public and private – where can I be naked Where is it ok for me to be naked / touch myself? Positive and negative touch. Consent and saying 'no!' Who can help me with personal care?</p>	<p>People who help me: Parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc. with social stories around the visits etc. to lessen anxiety for when they are necessary.</p>	<p>Lifecycles: Sequencing from pregnancy to old age. Sequencing pictures of themselves from baby to present day.</p>
------------------------------	--	--	---	--	---	--

<p>Chesil 9-11</p>	<p>Me and my body: What is puberty – what happens and when? Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc. Changing sanitary towels etc. Personal care routines.</p>	<p>Relationships: Who are my important people (photos of key family, friends, care worker etc.)? Positive interaction, initiating interaction. Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug</p>	<p>Feelings and Attitudes: What kinds of feelings come with puberty? What are sexual feelings? What is masturbation? Is it normal? How can I cope with these</p>	<p>Keeping Safe: How can I look after my body now I am going through puberty? How can girls manage periods? Safe and unsafe people. How to stay safe</p>	<p>People who help me: Who can I talk to if I need help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely</p>	<p>Lifecycles: Human reproduction. What is sex (at a developmentally appropriate level), what is sexual intercourse? How do sperm reach the egg to make a baby? How does the baby develop?</p>
---------------------------	--	---	--	--	--	--

		<p>and kiss my teacher. Public and private.</p> <p>Different families.</p> <p>Bullying. What is love, how can we show love? Same sex relationships.</p>	<p>different feelings and mood swings?</p> <p>How can I say 'no' to someone without hurting their feelings?</p> <p>What do families from other cultures and religions think about growing up? Can I believe everything I see in the media about bodies and relationships?</p>	<p>online.</p>	<p>on the internet?</p>	<p>What does a new baby need to keep it happy and healthy?</p>
<p>Southbourne 9-11</p>	<p>Me and my body:</p> <p>What is puberty – what happens and when?</p> <p>Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Changing sanitary</p>	<p>Relationships:</p> <p>Who are my important people (photos of key family, friends, careworker etc.)?</p> <p>Positive interaction, initiating interaction.</p> <p>Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher.</p>	<p>Feelings and attitudes: Emotions (incl. zones of regulation)</p> <p>What do I need to feel happy and calm? (self-regulation)</p> <p>Selecting and engaging with self-regulating activities.</p> <p>Identifying basic</p>	<p>Keeping Safe:</p> <p>Public and private – where can I be naked? Where is it ok for me to be naked / touch myself?</p> <p>Positive and negative touch.</p> <p>Consent and saying 'no'!</p> <p>Who can help me with personal</p>	<p>People who help me:</p> <p>Parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc. with social stories around the visits etc. to lessen anxiety for when they are necessary.</p>	<p>Lifecycles:</p> <p>Sequencing pictures from pregnancy to old age (baby, toddler, child, prepubescent, teenager, young adult, middle aged person, elderly person).</p> <p>Sequencing pictures of themselves from baby to present</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Durdle Door	Me and my body: How has my body changed and how will it continue to change. Hormones, what are they and how do they affect the body. Body positivity, celebrating diversity and challenging stereotypes portrayed in the media, Puberty, menstruation, erections, bodily fluids, masturbation	Relationships: What makes a relationship happy / unhappy? How can I cope with changing relationships with my family and friends? What can I do about family / friendship breakup? What qualities should I look for in a partner? Different types of relationship including same sex and appropriate behaviour within the context of	Feelings and attitudes: Identifying more complex emotions in self and others, Understanding the impact of the way I act on the feelings of others. Identity, LGBTQ+ Tolerance and inclusivity. Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my	Keeping safe: Consolidating Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? What are appropriate / Inappropriate conversations in different contexts) Ensure they know who the safeguarding leads	People who can help me: Who are my safe people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find information about puberty and sex safely? Police and the law: how do they help me stay safe. What are the implications of	Lifecycles: What is sex (basic terms and legal age) Sperm, eggs, how do sperm reach the egg to make a baby? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy.
Knoll	Me and my body: How has my body changed and how will it continue to change. Hormones, what are they and how do they affect the body. Body positivity, celebrating diversity and	Relationships: What makes a relationship happy / unhappy? How can I cope with changing relationships with my family and friends? What can I do about family / friendship breakup? What	Feelings and attitudes: Identifying more complex emotions in self and others, Understanding the impact of the way I act on the feelings of others. Identity, LGBTQ+ Tolerance and inclusivity.	Keeping safe: Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? What are	People who can help me: Who are my safe people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find	Lifecycles: What is sex (basic terms and legal age) Sperm, eggs, how do sperm reach the egg to make a baby? How do families with same-sex parents have babies? How does the baby develop? How is the baby

	<p>challenging stereotypes portrayed in the media, Puberty, menstruation, erections, bodily fluids, masturbation</p> <p>Reinforce public, private and consent.</p> <p>Personal care routines.</p>	<p>qualities should I look for in a partner? Different types of relationship including same sex and appropriate behaviour within the context of these relationships.</p> <p>How to initiate a conversation incl. topics of conversation, proximity, eye gaze, sign the person might want to end the conversation.</p>	<p>Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?</p>	<p>appropriate / inappropriate conversations in different contexts)</p> <p>Ensure they know who the safeguarding leads are)</p> <p>Introducing online safety</p> <p>How can I look after my body now I am going through puberty? How can girls manage periods?</p>	<p>information about puberty and sex safely?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviors' in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>born? What does a new baby need to keep it happy and healthy</p>
Alum Chine	<p>Me and my body:</p> <p>Male and female masturbation, being private and where to go to get help if you are worried about masturbation.</p> <p>Personal self-care and health awareness: keeping clean.</p> <p>Menopause</p> <p>Personal care routines.</p>	<p>Relationships: Respect and trust.</p> <p>What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?</p> <p>What is most important to me in my relationships with friends, family and partner?</p> <p>What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?</p> <p>What communication skills would help me in relationships?</p>	<p>Feelings and attitudes:</p> <p>What is the best way to challenge bullying and prejudice. 2010 Equality act and protected characteristics.</p> <p>Loneliness and feelings. Crushes.</p> <p>Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?</p>	<p>Keeping safe and looking after my sexual health:</p> <p>Online safety</p> <p>Danger of 'fake mates' and other exploitative situations. What is the most effective way to resist pressure from friends or partner to do things I don't want to do?</p> <p>Social media.</p> <p>Self-examination, privacy and getting help for any worries or concerns.</p>	<p>People who can help me / sources of help and advice:</p> <p>How can young people cope with family break-up, divorce and bereavement and who can provide support?</p> <p>What are my rights as a young person to information, sexual health services and confidentiality?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviors' in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>Lifecycles: What is sex - building on the knowledge that the students have already gained previously.</p> <p>Check understanding and address misconceptions.</p> <p>Does conception always occur or can it be prevented?</p> <p>How do families with same-sex parents have babies? How does the baby develop? How is the baby born? How do you take care of a baby, what do they need - developing awareness of the responsibility of parenthood.</p>

<p>Lulworth</p>	<p>Me and my body: Male and female masturbation, being private and where to go to get help if you are worried about masturbation. Personal self-care and health awareness: keeping clean. Personal care routines.</p>	<p>Relationships: Respect and trust. What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it? What is most important to me in my relationships with friends, family and partner? What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it? What communication skills would help me in relationships?</p>	<p>Feelings and attitudes: Identifying emotions in myself and others and some of the reasons for these feelings. How can I self-regulate when I experience different emotions. Tolerance and inclusivity: celebrating difference (the protected characteristics).</p>	<p>Keeping safe and looking after my sexual health: Online safety Danger of 'fake mates' and other exploitative situations. What is the most effective way to resist pressure from friends or partner to do things I don't want to do? Social media. Self-examination, privacy and getting help for any worries or concerns.</p>	<p>People who can help me: Revisiting Who are my safe people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find information about puberty and sex safely? Police and the law: how do they help me stay safe. What are the implications of different behaviors' in the community (possible Safer Schools Officer visit if appropriate)</p>	<p>Lifecycles: Addressing misconceptions and attitudes towards sex, and building on the knowledge that the students have already gained previously. Check understanding and address misconceptions. Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? How do you take care of a baby, what do they need - developing awareness of the responsibility of parenthood.</p>
------------------------	---	---	---	--	--	--

<p>McClintock</p>	<p>Me and my body:</p> <p>Revisiting masturbation, labelling all body parts in detail, personal hygiene, changes in the body, what is normal / abnormal. Self-examination, signs you need to seek further advice (e.g. lumps, bumps, abnormal discharge).</p> <p>Personal care routines.</p>	<p>Relationships:</p> <p>Meeting people, getting to know and trust each other, consent, privacy. First dates</p> <p>Importance of saying 'no' and understanding when someone else says 'no'. What happens if I like someone but they don't like me?</p>	<p>Feelings and attitudes:</p> <p>Different attitudes towards sex, when sex is good and when sex is bad. Depression and anxiety and feelings of loneliness who can you go to for help and support. Self-regulation: what makes me feel calm and happy? What is important for my mental health?</p>	<p>Keeping safe: online safety, dangers of sexting, what to do if you receive a picture or a request to send a picture.</p> <p>Coercive relationships-how to recognise them and what to do.</p>	<p>People who help me:</p> <p>What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?</p>	<p>Lifecycles:</p> <p>Safe sex: consent (giving and receiving) contraception, STIs, Pregnancy, birth and parenthood. Police and the law: how do they help me stay safe. What are the implications of different behaviors' in the community (possible Safer Schools Officer visit if appropriate).</p>
--------------------------	--	---	--	---	--	---

6th form: Einstein, Darwin, Tajiri

	<p>These students are at the legal age of consent and will need more information about LGBTQ+, sexual health, fertility / infertility, consent, gender stereotyping. Exploitation. violence. discrimination, self-esteem. body image and critically evaluating negative messages from the media, peers and society.</p> <p>Some students may be interested in having intimate relationships / already in relationships and will need to learn about the challenges of long-term commitments and the qualities needed for successful loving relationships.</p>			
	<p>Relationships</p>	<p>Feelings and Attitudes</p>	<p>Influences on behaviour</p>	<p>Keeping safe and looking after my sexual health</p>

<p>Einstein Darwin Tajiri</p>	<p>-The importance of saying 'no' and understanding / reacting appropriately when someone else says 'no'.</p> <p>-What happens if I like someone but they don't like me?</p> <p>-What are the challenges of long-term commitments and the qualities needed for successful, loving relationships?</p> <p>-Psychological and emotional impact of relationships breaking up, loss, grief and death?</p> <p>What support is available?</p> <p>-Being assertive when communication with others.</p> <p>-Listening skills.</p> <p>-What is the experience like of 'coming out' about being gay / lesbian / bisexual to family and friends?</p>	<p>-Different attitudes towards sex, when sex is good and when sex is bad.</p> <p>-Depression and anxiety and feelings of loneliness – who can you go to for help and support.</p> <p>-What is important for my mental health?</p> <p>-What are realistic and unrealistic standards for body appearance?</p> <p>-Self-esteem and identity – what makes me feel good / bad about myself, how does this affect my behaviour and what can I do to change this?</p> <p>-What are gender norms and attitudes to gender equality in different cultures?</p> <p>-What does transgender mean and how can I challenge transphobia?</p> <p>-Awareness and challenging prejudice regarding the Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation.</p>	<p>-Acceptable and unacceptable sexual behaviour in society – what is the law and what is appropriate / inappropriate in different contexts?</p> <p>-What is the impact of the media on self-esteem and expectations about our bodies, sex and relationships?</p> <p>-How can negative messages from our peers, the media and society be challenged?</p> <p>-Issues around the use of pornography (including awareness about forms that are illegal).</p>	<p>-Self-examination, signs you need to seek further advice (e.g. lumps, bumps, abnormal discharge).</p> <p>-Safe sex</p> <p>Online safety – dangers of sexting, what to do if you receive a picture or a request to send a picture.</p> <p>-Keeping healthy and healthy lifestyles (including staying mentally healthy).</p>
<p>to be underpin the curriculum with an emphasis on independent living, carrying out personal care routines, future plans and employment, healthy living, making choices and having a voice and being active members of their communities.</p>				

6th Form: Temple Grandin (sensory I pre-formal group)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PEIC-D, Positive interaction, initiating interaction.					
<p>Me and my body</p> <p>Developing their ability to recognise, identify and label all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Developing the ability to carry out personal care routines with as much dignity and independence as possible.</p> <p>What are my likes/ dislikes.</p> <p>How can I make choices about my life?</p>	<p>Relationships</p> <p>Who are my important people (photos of key family, friends, care worker etc.).</p> <p>Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher.</p> <p>Public and private.</p>	<p>Feelings and attitudes</p> <p>Emotions (incl. zones of regulation)</p> <p>What do I need to feel happy and calm? (self-regulation) Selecting and engaging with self-regulating activities.</p> <p>Identifying basic emotions in self and others with visual support. Colourful semantics: The man feels happy etc.</p> <p>How do I know how other people are feeling?</p>	<p>Keeping safe</p> <p>Public and private - where can I be naked? Where is it ok for me to be naked/ touch myself?</p> <p>Positive and negative touch. Consent and saying 'no!'</p> <p>Who can help me with personal care?</p> <p>Developing Road Safety Awareness and Travel Training skills.</p> <p>Developing water safety skills.</p>	<p>People who can help me:</p> <p>Parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc. with social stories around the visits etc. to lessen anxiety for when they are necessary.</p>	<p>Lifecycles</p> <p>Sequencing pictures from pregnancy to old age (baby, toddler, child, prepubescent, teenager, young adult, middle aged person, elderly person).</p> <p>Sequencing pictures of themselves from baby to present day.</p> <p>How has my body changed and how will it continue to change as I get older?</p>

Appendix 2: By the end of the Primary Phase (4-11) students should know

TOPICS	STUDENTS SHOULD KNOW
<p>Families and people who care about me</p>	<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</p>

	others if needed
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>
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>
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

	<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 the Secondary Phase students should know:

TOPIC	STUDENTS SHOULD KNOW
<p>Families</p>	<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>
<p>Respectful relationships, including friendship</p>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the</p>

	<p>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>
<p>Online and Media</p>	<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</p>

	<p>behaviors’, 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>
<p>Being Safe</p>	<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>