# Relationship and Sex Education Policy



| Approved by: | Ebere Emezie COO | Date: Sept 1st 2022 |
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| Last reviewed on: | Sept 1st 2022 | |
| Next review due by: | Sept 1st 2024 | |

**Purpose of the Policy**

All schools are required to teach Relationship and Sex Education from 2020. This policy is to give information to staff, parents, carers, governors and pupils on how it is taught and who teaches it.

Serenity School is a special needs school with a holistic approach to education and childhood development. Our provision meets the needs of children and young people with a wide range of needs including ASD, SEMH, GD, PMLD, etc. Our three curriculum pathways ensure that all pupils are catered for with a bespoke approach which ensures the best possible outcomes for each child.

At Serenity School, We **Care, Value and Challenge** every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to **Inclusion, Independence and Self Worth** for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development. Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

**We look after ourselves**
**We look after each other**
**We look after our learning and development**
**We look after our School, our community and our world**
**We look after our futures**

We are committed to ensuring that our learners fully immerse themselves in learning, work within a bespoke and flexible framework which is responsive to their needs, enable them to communicate, think and problem solve in a range of contexts. This policy will explain the aims of RSE within the school to ensure that our core vision of Independence, Inclusion and Self-Worth is achieved for all learners.

Our RSE scheme of work is designed to support teachers in the implementation of this subject and meet the demands of DFE.

**Development of the school Policy**

This policy has taken into consideration, legislation, parent voice and relevant frameworks on RSE.

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and Online safety policy. Intimate care policy

**Definition of RSE**

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health. We recognise that not all of our children and young people will be able to access-
RSE is learning about:

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships.
- Healthy and unhealthy relationships, including online virtual world.
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse.
- How to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help.
- Stereotypes and how they can lead to prejudice and discrimination, eg based on sex, gender, race, religion, Special Educational Need (SEN), disability or sexual orientation.
- Different types of bullying, the impact it has and how to prevent it, how to get help and how to report it.
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- **Equality and protected characteristics\*** and the importance of respecting difference.
- Gender identity and building a positive sense of gender identity.
- How to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support.
- The features of healthy one-to-one intimate relationships
- How to manage sexual pressure, including resisting pressure and the choice to delay sex or be intimate without sex
- What makes successful parenting and the roles and responsibilities of parents.
- Contraceptive choices.
- Pregnancy including miscarriage and pregnancy options (including abortion).
- STIs including HIV/AIDS, how they are transmitted, treated and prevented.
- The impact of alcohol and drugs on sexual behaviour.
- Where to get confidential sexual and reproductive health advice and treatment.

**\*9 protected characteristics as defined in the Equality Act 2010-religion or belief, disability, sexual orientation, sex, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, race**

**Why teach Relationships Education at school?**

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the curriculum offer.

We want children and young people to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with peers/adults. This begins with pupils being taught about what a relationship is, what friendship is, what family means, how to build relationships, and who the people are who can help them safely.

From their start with us, all children are taught how to be kind to others, how to be respectful, the importance of honesty, turn taking, and the concept of personal privacy.

At Serenity School we believe that effective RSE is intrinsically linked to keeping children and young people safe. We a fully committed to working in partnership with families to determine the best outcomes for our community to achieve the best outcomes for our children and young people.

We want to teach the different concepts of relationships through age and SEND appropriate ways. We want to support celebrating difference and diversity. It is important for all our learners to know that everyone has the right to a healthy and safe relationship.

Relationship topics include.
- Building respectful and healthy relationships
- Families and adults who care for me
- Online relationships
- Caring relationships

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

For these reasons' parents do not have the right to withdraw their child from Relationships Education.

Through sex education young people learn information that will enable them to make informed choices about their sexual development and understand how to manage risk and get help.

**Values promoted through Relationships Education**

Our ambition is that all pupils feel included and supported to develop healthy respectful relationships and live safe and healthy lives, we want pupils to have access to a curriculum that is accessible and relevant to them and meets their needs at their point of learning. Teaching relationships education will ensure that all children and young people are supported to develop respect for others and for difference, and tolerance and understanding of all aspects of diversity.

We believe that Relationships Education promotes the aims and values of our school which include:

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting and celebrating difference and diversity
- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, sex and gender reassignment**
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship
- Inclusion and the promotion of learner voice
- An active commitment to ensure an equitable curriculum that can meet the needs of all

* democracy, individual liberty, the rule of law and mutual respect and tolerance
**protected characteristics as enshrined in law through the Equality Act 2010 ( others are age, marriage and civil partnership, pregnancy, maternity and race).

**Aims of Sex and Relationships Education**

The aim of RSE is to help our young people to develop the skills to make positive, caring respectful and healthy relationships, in their friendships, within families and with other adults or children. It should enable them to know what a healthy relationship looks like. It should help them 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 of others when needed. This in turn will help learners to understand the positive effects of healthy relationships on their mental wellbeing and how to identify when relationships are not right.

RSE lessons will focus on teaching children and young people to develop the skills that need to understand changes to their bodies, aspects of growing up and learning about human sexuality and sexual health.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build confidence and self-esteem. Effective RSE also supports people, throughout life to develop fulfilling and healthy sexual relationships and at the appropriate time. The school RSE framework supports adults working with children and young people and their families to respond to their needs appropriately, safely and in their best interests.

**Health education**

In this area we will build learners knowledge, skills and positive attitudes about health. We will teach about physical, mental, emotional and social health. We want to motivate our learners to be healthy, to prevent disease and to know how to look after their bodies, protect themselves from harm and access help if they need it.
Health education topics include:

- Changing adolescent body
- Puberty
- Menstrual cycle
- Cleanliness
- Mental Health and emotional wellbeing
- Accessing community-based support

**Right to withdraw children from sex education**

We hope that parents and carers will support this important part of children's education and the understanding of what changes are happening to their bodies and we will make sure that all parents and carers know what we will be teaching and when. As of September 2020, parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE.

If a parent or carer wishes to withdraw or has concerns about the sex education lessons they should arrange a meeting with a member of the Senior Leadership Team and or class teacher who will talk through their concerns and discuss the benefits of their child learning about sex education. Where appropriate we will include the young person in these conversations. Pupils have the right to choose to opt into sex education at any times from three terms before their 16th birthday.

**Language to be used by staff and adults**

Staff at Serenity School should be using the correct terminology with the learners from the start of their school journey. It is important that the learners hear the correct words so that they have the terminology to equip them for life. We share a common language framework with MASH external professionals (including social care and health) and families to ensure consistency for children and young people. Pupils requiring AAC have access to the common language framework through agreed resources that are consistent across the school. We are committed to working with families to understand home context EAL, culture and family perspectives on agreed use of language in the home setting.

**Assessing Relationships Education**

Pupils' progress in learning about Relationships Education is assessed as part of the termly assessment against personal learning intention maps across specific curriculum subjects such as Independence, Personal Autonomy, MDT, PSHE and RSE progression via curriculum tracking.

**Monitoring and evaluating Relationships Education**

The pathway leads will evaluate and monitor teachers' planning to ensure Relationships Education is being taught.
Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review. There are discussions with staff about the impact of the curriculum on pupil's learning and their engagement in the learning.

**Tailored interventions for pupils with specific needs related to SEND or who are presenting with challenging or dangerous behaviour is also assessed and planned.**

A small number of pupils may need bespoke teaching and learning from a specialist team around the **CYP.** This could include but is not limited too:

- support to understand masturbation and how to manage this safely and in appropriate places.
- Sexually dangerous or risky behaviour which places the young person or others at risk
- Self-injurious behaviour related to sexual development
- Obsessive or fixated behaviour which presents a risk to self or others
- Support for the management of menstruation in girls and young women who need additional psychosocial support.

Children and young people must have access to appropriate and timely support and families should be consulted and included in the planning processes for children and young people. All interventions should be documented, and co-created with the multi-agency team including where appropriate external professionals. Careful consideration must be given to the planning of the intervention, including where it should take place, the staff delivering the content and how they are supported through supervision and feedback after each session. This process is overseen ny the SENDco and Lead MDT staff.

The class teacher may not always be to most appropriate person to lead the intervention but should be actively involved in the planning, assessment and monitoring of the intervention. If there is any concern that there is a safeguarding risk to CYP, family or staff member then safeguarding procedures should be followed.

**RSE Equal Opportunities and Inclusion**

The RSE curriculum has been developed to take account of the diversity of the school population and meet the needs of the pupils at Serenity School. The policy has been written with the Equalities Act 2010 in mind and to take account of the nine protected characteristics. We will review our teaching materials regularly and adapt teaching approaches to meet the needs of a complex cohort of children and young people with a diverse need. Some teaching will take place in mixed gender groups, some in single sex targeted groups and where necessary and appropriate some pupils will be offered individual and specialist support.

**Training for Staff**

It is important that Relationships Education and Sex Education are taught by staff that are knowledgeable, skilled and confident. We ensure that teams have received up to date training and provide a range of training opportunities including school-based training days, team teaching, classroom observations and external training courses provided by Local Authority Health and Wellbeing Teams and other organizations such as Brook and Respond. Training could include:

- How to personalise aspects of the curriculum to meet the needs of all
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions for children, teams and parents

- Managing sensitive and controversial issues
- Understanding culture and context and bias
- Multi agency approaches to complex sexualised behaviour
- Sensory integration training
- Child protection and risk

**Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used and particularly consult parents in advance about what will be taught in sex education and the resources that will be used.

We will take every opportunity to inform and involve parents and carers by:
- Consulting with parents and carers when developing the Relationships Education policy and when it is reviewed.
- Publishing the Relationships Education policy on the school website
- Including a summary of the content and organisation of Relationships Education and Sex Education in the policy
- Inviting parents and carers to a workshop to find out about the Relationships Education and Sex Education programmes
- Encouraging parents to think about the RSE in the context of child development and how the curriculum builds skills and competencies incrementally

**Disseminating the policy**

A copy of this policy is on the school website. It is included in the:

- Staff Handbook on Citrus

The policy will be reviewed every year and parents and carers will be informed through the newsletter and school website.

**16 Key contacts**

Deputy Head for Personal Development
Designated Safeguarding Leads
Special Educations Needs and Disability Coordinator

**Appendix 1: Relationship and Sex Education: Informal Pathway/ Semi-formal/ EYFS**

A spiral curriculum in which themes and topics are revisited as students grow, develop and is need dependent.

|  | Knowledge, skills, understanding |
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| From the beginning of primary school all children should develop the understanding of.... | Name body parts and use correct language.<br>Early understanding of consent (ie saying no to holding hands and kisses for mum) and building knowledge of appropriate and inappropriate or unsafe physical contact.<br>Building an understanding of bathroom environment - what happens in the toilet - hand washing, pulling pad down etc.<br>Supporting adult's responses to children's self-exploration.<br>Kindness - treating others with consideration and respect.<br>Take turns.<br>The importance of being honest and truthful.<br>Use of communication boards to support terminology.<br>Build confidence in the children to celebrate who they are.<br>Manage feelings and behaviours - supporting all children to explore why they might be feeling a certain way through communication boards, visuals, stories etc.<br>Relationships - what is a relationship, what is a friendship, what family means and who are the people who can help me. |
| Key stage 1: year 1 and 2 | Personal Care Routines - more active involvement and control - correct terminology to be used when learners are involved with Personal Care.<br>Appropriate play, sharing, turn taking, - kind hands, feet etc.<br>Supporting children's understanding of their own body - adults to name body parts.<br>Allowing children to have personal space and helping them to understand that of others.<br>Helping children understand what is 'okay' touch. e.g. my body= my space.<br>Learning about dignity.<br>Adults:<br>● To model appropriate language with a consistent set of vocabulary.<br>● To be mindful of how they are addressing certain self-exploratory behaviours- Re-directing in a neutral way to a private area such as a toilet. |

| | Informal Pathway | Semi-formal Pathway | Formal Pathway |
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| | Adults to use the school 'On body' signs with those learners with a visual impairment or complex needs in order to support their understanding of what is about to happen e.g. hoisting up/down.<br>**Develop a positive self-image.**<br>Adults use positive language, allow time - intimate care is a learning activity as well as a highly personal experience. Song cues etc are used to foster engagement. A child's intimate care routine needs to be personalised, with multi-disciplinary support to promote the best experience.<br><br>**Develop choice making**<br>Working closely with families to promote a child's voice in dressing. Over the key stages we will have been working on the sensory exploration and development of preferences for textures, colours etc. A child may be able to have a say in what they wear.<br><br>**Physical touch - manual handling.**<br>We know that adults have to physically touch the learners when taking part in personal care routines, but we ask adults to be mindful of where they are placing hands and treat the learners | My Body - Can learners find parts of their body, using games and songs e.g. 'head shoulders knees and toes', 'Simon says'<br><br>Awareness that some objects, toys, possessions belong to themselves and also to their peers, as a pre-curser to the next stages of development.<br>Games and activities to promote sharing, turn taking, waiting.<br><br>Same and different: What's the same about me and my friends and what's different?<br>**Family:**<br>-Who is in my family?<br>- Can I name members of my family?<br><br>**Emotions:**<br>● Development of their awareness of their own and peers' emotions.<br>● What makes them happy/sad etc.<br><br>**Personal Care** | Body parts - Encourage learners to name and label body parts.<br><br>Awareness that some objects, toys, possessions belong to themselves and also to their peers, as a pre-curser to the next stages of development.<br>Games and activities to promote sharing, turn taking, waiting.<br>Same and different: What's the same about me and my friends and what's different?<br>**Family:**<br>-Who is in my family?<br>Can I name members of my family?<br><br>**Emotions:**<br>● Development of their awareness of their own and peers' emotions.<br>● What makes them happy/sad etc.<br>● Describing emotions<br><br>**Personal Care**<br>Use of visuals to support independence with asking for the toilet. |

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| | with dignity and respect. Encouraging and supporting choice making<br><br>**My body**<br>Exploring different functions of my body through movement and massage - TAC PAC, messy play/ art using different parts of my body. Use of songs to raise awareness e.g. head shoulders knees and toes.<br><br>Emotions: Adults to comment on feelings that are shown. Encourage happiness through fun activities, and Songs | Use of visuals to support independence with asking for the toilet.<br>Supporting learners to dress/ undress - exploring pulling and pushing garments. | Supporting learners to dress/ undress - exploring pulling and pushing garments.<br>Toilet training. |

| Key stage 2:<br>Year 3, 4, 5, 6 | Exploring feelings/ emotions - happy, sad, love, friendship.<br>Family.<br>Relationship with myself and others<br>Private and public - supporting learners to understand what is private and public, and what is okay for home and school.<br>Looking after my health - washing, showering, deodorant.<br>Adults:<br>● To model appropriate language with a consistent set of vocabulary.<br>● To be mindful of how they are addressing certain self-stimulatory behaviours - Re-directing in a neutral way to a private area such as a toilet. |
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| | Informal Pathway | Semi-formal Pathway | Formal Pathway |
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| | Exploring feelings - adults to comment on the different emotions that the learners present. Celebrate happiness and smiling. Comment when the | Exploring feelings - happy, sad, love, friendship. Being able to express how I am feeling using behaviour support chart and terminology. E.g. 'I can see | Exploring feelings - happy, sad, love, friendship. Being able to express how I am feeling using behaviour support chart and terminology. E.g. 'I can see |

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| learner is crying and to help find out why.<br><br>**My body**<br>Explore different body parts through *artj* messy play activities and how they move. Learners to use different limbs and body part to mark make. Adults to name body parts that are making movement.<br><br>When learners are moving own body parts adults to name. Celebrate these movements.<br><br>When hoisting or moving learner into physiotherapy positions adults to involve learner in movement and describe what is happening and take time.<br><br><br><br>Families<br>- Invite family members in.<br>- Record voices of family members and observe how learners respond.<br>- Do they show awareness of family members voices | you are feeling angry, why do you think that is?'<br><br>My Body - Labelling parts of my body<br>● Awareness that body parts belong to themselves on their body, and their peers have body parts that belong to them on their peers' bodies. E.g. This is my hand, this is my friend's hand...<br>● Differences & Similarities between themselves and others<br>● Appropriateness of what we do with parts of our body and in what context, location etc.<br>● Very initial ideas of consent - Children can hold their friend's hand only if their friend wants them to.<br><br>Emotions:<br>● Development of their awareness of their own and peers' emotions.<br>● What actions and behaviour can be used to express that emotion in themselves, or comfort if expressed by their peers, e.g. "if I am happy I can laugh and play and sing", "If I am angry it may help if I find a quiet space or stamp out my anger". | you are feeling angry, why do you think that is?'<br><br>My Body - Labelling parts of my body<br>● Awareness that body parts belong to themselves on their body, and their peers have body parts that belong to them on their peers' bodies. E.g. This is my hand, this is my friend's hand...<br>● Differences & Similarities between themselves and others<br>● Appropriateness of what we do with parts of our body and in what context, location etc.<br>● Very initial ideas of consent - Children can hold their friend's hand only if their friend wants them to.<br><br>Emotions:<br>● Development of their awareness of their own and peers' emotions.<br>● What actions and behaviour can be used to express that emotion in themselves, or comfort if expressed by their peers, e.g. "if I am happy I can laugh and play and sing", "If I am angry it may help if I find a quiet space or stamp out my anger". |

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| | | ● Identifying emotions |
| | Relationships with myself and others<br>- Exploring who the people are me are.<br>- Responding to different adults/ peers voices<br>- Showing a like or interest in an adult/ peer<br>- Taking part in games with peers<br>- Sharing an experience with a peer<br>- Adults to describe my responses and who I am playing with<br>- Feeling safe with others<br><br>Puberty and early onset puberty. - How my body is changing.<br>Adults to be respectful and mindful when manual handling and supporting with personal hygiene. Give the children time through this process. | Families<br>-Who is in my family?<br>-Similarities and differences between my family and others.<br>-What different people on my family do for me?<br><br>Relationships with myself and others:<br>Confidence, speaking in front of peers and answering questions<br>-What I like about myself.<br>-What I like about my friends.<br>-What does my friend like about me?<br>-Who do I care for, younger siblings or peers.<br>Exploring what friendships are with peers and adults.<br>Growing up - Babies to toddlers, to young children etc.<br>Puberty and early onset puberty. - How my body is changing.<br>Learning about body changes.<br>Personal hygiene. Understanding what is happening to my body.<br>Online safety - learning about E-safety and who the children might be talking to. | Families<br>-Who is in my family?<br>-Similarities and differences between my family and others.<br>-What different people on my family do for me?<br><br>Relationships with myself and others:<br>Confidence, speaking in front of peers and answering questions<br>-What I like about myself.<br>-What I like about my friends.<br>-What does my friend like about me?<br>-Who do I care for, younger siblings or peers.<br>Exploring what friendships are with peers and adults.<br>Growing up - Babies to toddlers, to young children etc.<br>Puberty and early onset puberty. - How my body is changing.<br> Learning about body changes.<br>Personal hygiene. Understanding what is happening to my body.<br>Menstrual cycle and what I need to do.<br>Online safety - learning about E-safety and who the children might be talking to. |
| | Informal Pathway | Semi-formal Pathway | Formal Pathway |

| Key stage 3: Years 7, 8, 9 | **Relationships:** Exploring who the people are me are. Responding to different adults/ peers voices. Showing a like or interest in an adult/ peer. Taking part in games with peers. Sharing an experience with a peer. Adults to describe my responses and who I am playing with. <br> Feelings: Feeling safe with others Exploring feelings - adults to comment on the different emotions that the learners present. Celebrate happiness and smiling. Comment when the learner is crying and to help find out why. <br> Families <br><br> - Invite family members in. <br> - Record voices of family members and observe how learners respond. <br> - Do they show awareness of family members voices <br><br> **Biology & Anatomy:** Explore different body parts through *artj* messy play activities and how they move. Learners to use different limbs and body part to mark make. Adults to name body parts that are making movement. When learners are moving own body parts adults to name. Celebrate these movements. When | **Relationships:** Bullying. Circles of closeness. Appropriate touch. Who can I hug? Exploring feelings and emotions. What is the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. <br><br><br><br> **Biology & Anatomy:** What is the difference between males and females? Naming private body parts. My private body parts and who can touch them. Body Changes. Touching private body parts. Changes in the body- from child to teenager to adult. Terminology- common words e.g. penis, vagina, breasts etc. Menstruation- what is a period and how do we manage it? <br><br> **Sexual Health:** Keeping your private body parts clean. Hygiene- self care | **Relationships:** Manipulative relationships. Bullying. Circles of closeness. Appropriate touch. Who can I hug? Positive/ negative relationships Good touch / bad touch (Consent). Examples of positive relationships linked to feelings. Examples of negative relationships linked to feelings.. Exploring feelings and emotions. What is the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. Why people have sexual intercourse. Making choices about the types of relationships you have. <br><br><br> **Biology & Anatomy:** What is the difference between males and females? Naming private body parts. Sexual intercourse. My private body parts. Body Changes. Reproduction. Growing up. Pregnancy. Masturbation. Hormones. Menstruation. Changes in the body- from child to teenager to adult. Terminology- common words e.g. penis, vagina, breasts etc. Reproduction- Egg from a woman, |

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| hoisting or moving learner into physiotherapy positions adults to involve learner in movement and describe what is happening and take time.<br>Puberty and early onset puberty. - How my body is changing.<br>Adults to be respectful and mindful when manual handling and supporting with personal hygiene. Give the children time through this process. | routine link to changes in body. Accessing information- reference to websites with support.<br><br>**Myself & Others:** LBGTO- same sex relationships and respecting peoples choices that may be different to ours. Diversity and equality- differences in people, how we look, what we like etc. Cultures and religions- respect and understanding of different beliefs.<br><br>**Safety in RSE:** Bullying. Where can I take off my clothes? Where can I touch my private body parts?. Dressing appropriately e.g. covering body parts in public. Public and private- body parts and areas of the home/community. | sperm from a man create a baby. Growing up- physical changes e.g. grow hair or breasts. Hormones- explore the meaning of 'moody'. Menstruation- what is a period and how do we manage it?<br><br>**Sexual Health:** Sexual Hygiene. Contraception. STI's- awareness that you can catch an infection if not safe. Hygiene- self care routine link to changes in body. Accessing information- reference to websites with support.<br><br>**Myself & Others:** LBGTO- same sex relationships and respecting peoples choices that may be different to ours. Diversity and equality- differences in people, how we look, what we like etc. Cultures and religions- respect and understanding of different beliefs<br><br>**Safety in RSE:** Bullying. Sexting. Sharing inappropriate images. Grooming. E-Safety. FGM. Pornographic Material. Grooming/ Bullying. Consent (Law). External Agencies. Peer Pressure. Drugs Impacts. Where can I take off my clothes? Where can I touch my private body parts?. E-safety- sharing photos and what that means. What we see on |

| | | | social media isn't always real. Consent e.g. the law. Dressing appropriately e.g. covering body parts in public. Who to contact in Serenity School for RSE support. Peer pressure- saying no and making own choices. Public and private- body parts and areas of the home/community. Drugs and alcohol awareness and the negative impact<br>on relationships. |
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| | Informal Pathway | Semi-formal Pathway | Formal Pathway |
| Key stage 4: Years 10, 11 | **Relationships:** Exploring who the people are me are. Responding to different adults/ peers voices. Showing a like or interest in an adult/ peer. Taking part in games with peers. Sharing an experience with a peer. Adults to describe my responses and who I am playing with.<br>Feelings: Feeling safe with others Exploring feelings - adults to comment on the different emotions that the learners present. Celebrate happiness and smiling. Comment when the learner is crying and to help find out why.<br>Families<br>- Invite family members in.<br>- Record voices of family members and observe how learners respond.<br>- Do they show awareness of family members voices | **Relationships:** Healthy & Unhealthy Relationships. Bullying. Circles of closeness. Appropriate touch. Who can I hug? Positive/ negative relationships Physical relationships Good touch/ bad touch (Consent). Parenting. Examples of positive relationships linked to feelings. Examples of negative relationships linked to feelings. Exploring the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. Why people have sexual intercourse. Making choices about the types of relationships you have. | **Relationships:** Healthy & Unhealthy Relationships. Manipulative relationships. Bullying. Circles of closeness. Appropriate touch. Who can I hug? Positive/ negative relationships Physical relationships Good touch / bad touch (Consent). Parenting. Examples of positive relationships linked to feelings. Examples of negative relationships linked to feelings. Exploring different families- same sex marriages, mixed families. Exploring the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. Why people have sexual intercourse. Making choices about the types of relationships you have. Parenting- giving birth and adoption |

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| | **Biology & Anatomy:** Explore different body parts through *artj* messy play activities and how they move. Learners to use different limbs and body part to mark make. Adults to name body parts that are making movement. When learners are moving own body parts adults to name. Celebrate these movements. When hoisting or moving learner into physiotherapy positions adults to involve learner in movement and describe what is happening and take time.<br>Puberty and early onset puberty. - How my body is changing.<br>Adults to be respectful and mindful when manual handling and supporting with personal hygiene. Give the children time through this process. | **Biology & Anatomy:** What is the difference between males and females? Naming private body parts. Sexual intercourse. My private body parts. Body Changes. Growing up. Pregnancy. Masturbation. Hormones. Menstruation. Changes in the body- from child to teenager to adult. Terminology- common words e.g. penis, vagina, breasts etc. Reproduction- Egg from a woman, sperm from a man create a baby. Growing up- physical changes e.g. grow hair or breasts.. Menstruation- what is a period and how do we manage it?<br><br>**Sexual Health:** STI's. Sexual Hygiene. Contraception. STI's- awareness that you can catch an infection if not safe. Hygiene- self-care routine link to changes in body.<br><br>**Myself & Others:** Gender and Identity. LGBTO. Diversity and Equality. Stereotyping. Cultures and Religion. LBGTQ- same sex relationships and respecting peoples choices that may be different to ours. Diversity and equality- differences in people, how we look, what we like etc. Cultures and | **Biology & Anatomy:** What is the difference between males and females? Naming private body parts. Sexual intercourse. My private body parts. Body Changes. Reproduction. Growing up. Pregnancy. Masturbation. Hormones. Menstruation. Changes in the body- from child to teenager to adult. Terminology- common words e.g. penis, vagina, breasts etc. Reproduction- Egg from a woman, sperm from a man create a baby. Growing up- physical changes e.g. grow hair or breasts. Hormones- explore the meaning of 'moody'. Menstruation- what is a period and how do we manage it?<br><br>**Sexual Health:** STI's. Sexual Hygiene. Accessing information. Sexual Health clinics. Contraception. STI's- awareness that you can catch an infection if not safe. Hygiene- self care routine link to changes in body.Accessing information- reference to websites with support<br><br>**Myself & Others:** Gender and Identity. LGBTO. Diversity and Equality. Stereotyping. Cultures and Religion. Gender identity- male/female and |

| | Informal Pathway | Semi-formal Pathway | Formal Pathway |
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| | | religions- respect and understanding of different beliefs<br><br>**Safety in RSE:** Bullying. Sexting. Sharing inappropriate images. Grooming. E-Safety. FGM. Pornographic Material. Consent (Law). External Agencies. Peer Pressure. Drugs Impacts. Where can I take off my clothes? Where can I touch my private body parts?. E-safety- sharing photos and what that means. What we see on social media isn't always real. Consent e.g. the law. Dressing appropriately e.g. covering body parts in public. Who to contact in Serenity School for RSE support. Peer pressure- saying no and making own choices. Public and private- body parts and areas of the home/community. | awareness some people choose not to identify to either. LBGTQ- same sex relationships and respecting peoples choices that may be different to ours. Diversity and equality- differences in people, how we look, what we like etc. Cultures and religions- respect and understanding of different beliefs<br>**Safety in RSE:** Bullying. Sexting. Sharing inappropriate images. Grooming. E-Safety. FGM. Pornographic Material. External Agencies. Peer Pressure. Drugs Impacts. Where can I take off my clothes? Where can I touch my private body parts?. E-safety- sharing photos and what that means. What we see on social media isn't always real. Consent e.g. the law. Dressing appropriately e.g. covering body parts in public. Who to contact in Serenity School for RSE support. Peer pressure- saying no and making own choices. Public and private- body parts and areas of the home/community. Drugs and alcohol awareness and the negative impact on relationships |
| Key stage 5: Years 12, 13 | **Relationships:** Exploring who the people are me are. Responding to different adults/ peers voices. Showing a like or interest in an adult/ peer. Taking part in games with peers. | **Relationships:** Healthy & Unhealthy Relationships. Manipulative relationships. Bullying. Circles of closeness. Appropriate touch. Who can I hug? Positive/ negative relationships | **Relationships:** Healthy & Unhealthy Relationships. Manipulative relationships. Bullying. Circles of closeness. Appropriate touch. Who can I hug? Positive/ negative relationships |

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| | Sharing an experience with a peer. Adults to describe my responses and who I am playing with.<br>Feelings: Feeling safe with others Exploring feelings - adults to comment on the different emotions that the learners present. Celebrate happiness and smiling. Comment when the learner is crying and to help find out why.<br>Families<br><br>  - Invite family members in.<br>  - Record voices of family members and observe how learners respond.<br>  - Do they show awareness of family members voices | Physical relationships Good touch/ bad touch (Consent). Parenting. Examples of positive relationships linked to feelings. Examples of negative relationships linked to feelings. Exploring different families- same sex marriages, mixed families. Exploring the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. Why people have sexual intercourse. Making choices about the types of relationships you have. Parenting- giving birth and adoption | Physical relationships Good touch/ bad touch (Consent). Parenting. Examples of positive relationships linked to feelings. Examples of negative relationships linked to feelings. Exploring different families- same sex marriages, mixed families. Exploring the difference between feelings (friends vs being in love). Touch- appropriate vs inappropriate and good vs bad. Why people have sexual intercourse. Making choices about the types of relationships you have. Parenting- giving birth and adoption |
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